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ABSTRACT

This book describes the program Active Citizenship Today (ACT), a hands-on learning project to make learning come alive for students and integrate student learning with the larger community. This handbook accompanies the student book, "The ACT Field Guide." The book is divided into two sections with six chapters. Section 1, "The Whats and Whys of ACT," contains the chapters: (1) "All about ACT"; (2) "The Elements of ACT"; and (3) "The ACT Framework." Section 2, "The Hows of ACT," includes the chapters: (1) "Practical Hints for Implementing ACT"; (2) "Ideas, Strategies, and Suggestions"; and (3) "Lesson Plans" containing 14 lesson plans with handouts. (EH)

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ED 408 218

ACTIVE CITIZENSHIP TODAY

HANDBOOK

FOR HIGH SCHOOL TEACHERS

SO 027 297

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Active Citizenship Today

Handbook

For High School Teachers

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Active Citizenship Today

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Table of Contents

Introduction 7
Section I: The Whats and Whys of ACT. 9
Chapter 1: All About ACT. 11
Chapter 2: The Elements of ACT. 17
1: School-Based Service-Learning 17
2: Study of Public Policy 19
3: Partnerships Between Schools and the Community 20
4: Participatory Learning 22
5: Cognitive Reflection 24
6: Alternative Assessment 25
Chapter 3: The ACT Framework. 28
Segment 1: Defining and Assessing Your Community 29
Segment 2: Choosing and Researching A Problem 30
Segment 3: Examining Policy 32
Segment 4: Exploring Options 33
Segment 5: Taking Action 33
Case Study: Applying the Framework 34

Section II: The Hows of ACT 39
Introduction 40
Chapter 4: Practical Hints for Implementing ACT 41
Chapter 5: Ideas, Strategies and Suggestions 44
1: Participatory Learning 44
2: Cognitive Reflection 51
3: Alternative Assessment. 52
Chapter 6: Lesson Plans 54
Lesson 1: Introduction to ACT 55
Handout 1.1: Marston Manor 59
Handout 1.2: Field Guide Search 63
Lesson 2: Drawing Your Community. 64
Lesson 3: Community Search 67
Lesson 4: Read All About It! 70
Handout 4.1: Newspaper Article Record 74
Handout 4.2: Tally Sheet 75
Lesson 5: What Does the Person on the Street Think? 76
Lesson 6: What's Your Problem? 81
Lesson 7: Directly From the Source—A Panel Discussion 85
Handout 7.1: Types of Questions 89

Lesson 8: What is Public Policy? 90
Lesson 9: Policy Making 94
Lesson 10: Policy Pros and Cons 98
Handout 10.1: Setting the Scene 102
Handout 10.2: Exploring Options 104
Handout 10.3: Policy Questions Worksheet 106
Lesson 11: Making Public Policy Work 108
Handout 11.1: A Community Decision 113
Handout 11.2: Summary of Program Proposals for First-Year Block-Grant Funds 116
Handout 11.3: The Middleville Anti-Drug Advisory Committee 117
Handout 11.4: Community Representatives' Instructions 119
Handout 11.5: Executive Action 121
Lesson 12: What Are the Possibilities? 122
Handout 12.1: Building Support for A Project 126
Lesson 13: Selecting A Project 129
Handout 13.1: Project Proposal SelectionCriteria 132
Handout 13.2: Project Proposal Grid 133
Lesson 14: Project Proposal 134
Handout 14.1: Sample Proposal Form 136

Appendix 141

Introduction

Experience is the child of Thought, and Thought is the child of Action. We cannot learn men from books.
—BENJAMIN DISRAELI

These lines, from an early novel by Benjamin Disraeli, one of Great Britain's most famous prime ministers, were written in 1826. These wise words of yesterday sum up the idea behind Active Citizenship Today (ACT), an exciting new program that prepares students for the world of tomorrow.

In the nineteenth century, people took for granted the interaction of thinking, learning, and doing. Youngsters on farms learned about good agricultural practices by doing chores under the supervision of adults. Some learned a skill by helping in a family enterprise. Others served apprenticeships to tradesmen and artisans, or clerked for lawyers and judges. Although formal schooling often ended around the eighth grade, education continued well into adulthood as people continued to hone their various skills.

Somehow in twentieth-century America, some of the connections between schools and communities have gotten lost. This effect has been caused by urbanization and increasing social complexities.

As we approach the twenty-first century, the pendulum is swinging back. There is a growing recognition that students indeed learn best by doing. Educational reformers are talking about "hands-on learning," "experiential education," "authentic assessment," "lifelong learning," "service learning," and "organizational linkages." All these modern terms are only a restatement of Disraeli's ideas. Young people cannot learn about the world simply by reading books and taking tests on the reading. They must be able to formulate ideas, put them into action, and reflect on their experiences and learn from them, following up with new thoughts and actions. They must be able to relate to and interact with the world around them in meaningful ways.

Active Citizenship Today brings about all of this and more. ACT will make learning come alive for your students and provide *you* with inspiration, insights, and new ways of working. ACT makes the whole community your classroom and community leaders your fellow teachers.

Active Citizenship Today: A Handbook for High School Teachers, and its accompanying student book, *The ACT Field Guide*, will help you and your students along the challenging paths of this new learning adventure. Before you get started, familiarize yourself with both books. There is a wealth of information in the *Field Guide* that is not found in this handbook and vice versa.

Nobody likes to face challenges alone. As you and your students pursue active citizenship, you may wish to touch base with others who have been involved with service learning. No problem. As the ads say, "help is only a phone call away." The sponsors of Active Citizenship Today, the Close Up Foundation and the Constitutional Rights Foundation, are establishing a network of ACT coordinators and ACT community resources in communities around the country to help programs along. Ask your department chair, school principal, or central office director if your district or another district in the area has such a support system in place. (If not, you and some of your colleagues may want to establish one.)

If help is not available locally, you can always get assistance by calling or faxing questions to either organization:

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Section I

The Whats and Whys of ACT

An Overview of the Program, its Goals, and its Structure

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Chapter 1

All About ACT

Now that you understand more about the philosophy behind Active Citizenship Today, let's take a detailed look at the program—what it is, and what its goals and its structure are.

What is ACT and Why is it Unique?

ACT is a school-based program that infuses service learning into the curriculum, turning "citizenship education" from just a textbook concept into a real, meaningful experience that prepares students to be informed, responsible, and involved citizens.

Many high schools today require that students perform a certain number of hours of community service in order to graduate. Even without the requirement, many students perform service in their communities—they work in hospitals and nursing homes, at food banks, and on cleanup campaigns. But "service learning" is different from community service because it makes young people *think* about why they are performing a particular service and what they are learning from their service experience. Reflection is an integral part of service learning—students keep journals and write about their service projects (both what they are doing and how they feel about it), they discuss the projects with their peers and with adults (parents, teachers, community leaders, and advisers), and they are assessed not only on their actions or new knowledge but also on their reflections about their actions and/or new knowledge. Service learning, cognitive reflection, alternative assessment, and other concepts are fully explained in later chapters of this book, and you will be provided with lesson plans that help you fit the pieces together.

Service learning is becoming a very important concept in America today. It is a part of many nationwide education initiatives and is supported by a broad base of legislation. But ACT differs from most service learning programs because it emphasizes *school-based* service learning; that is, it ties service learning directly into what you are already teaching in your social studies classroom, whether it is in a class on government, economics, sociology, or an interdisciplinary topic. Your class's service learning project will be driven by your academic objectives, and student action will be a direct result of classroom study. In other words, ACT can help you infuse citizenship education and "learning by doing" into many different course curricula.

ACT also differs from other service-learning programs because it emphasizes the study of public policy and the role of policy in finding solutions to public problems. Instead of just identifying a problem in your community (such as joblessness, homelessness, pollution) and jumping in to tackle it, your students, with your guidance, will find out how and why the problem arose in the first place, what kinds of policies are already in place to help solve the problem, and who makes the policies. Their analysis and evaluation of current policies will help lead them toward whatever action they decide to take. This process is at the heart of American democracy.

So ACT blends service to the community—and the lessons students learn from that service—with what you are teaching today. Students see and reflect upon how real-life experiences relate to the content and concepts in your textbook (cognitive reflection). ACT empowers students, equipping them with the knowledge, skills, and attitudes they need to play an active and informed role in their communities on a lifelong learning basis. ACT allows students to learn from their experiences, and motivates students to understand and get directly involved in grassroots democracy.

ACT provides a "learning by doing" experience for teachers as well. Because ACT brings the community into the classroom and the classroom into the community, you may find yourself playing a new role in the learning process. This program encourages students to take a central role in educating themselves about their community, and it encourages them to use many people in the community (librarians, politicians, activists, media specialists) as teachers. You will be more of a facilitator for their learning, many times balancing student decision making with already identified classroom and curricular needs. You will also assess their learning in new and different ways. And because you are the conduit between the classroom and the community, you will expand your own knowledge of the community and how it works.

You will also become something of an educational pioneer, because ACT is on the cutting edge of education reform today. It pulls together all the elements that are being widely discussed in the academic world—different types of intelligences and learning styles, experiential education, school/community interaction and more. Think about it—while your students are learning to be citizens for the twenty-first century, you will be practicing to be a teacher for the twenty-first century!

Key Elements of ACT

To summarize, ACT is built around six key elements:

- School-based service learning
- Study of public policy
- Partnerships between schools and the community
- Participatory learning
- Cognitive reflection
- Alternative assessment

Each of these will be described in detail in Chapter 2.

ACT Goals and Projected Student Outcomes

Goals:

Through participation in Active Citizenship Today, students will:

- Learn about their community and the people, processes, and institutions that are most effective in improving community conditions.
- Develop the social, political, and analytical skills necessary to effectively participate in the policy making process at any level of political and community life.
- Foster within themselves and among their peers attitudes regarding the value of lifelong service for the common good.

Student Outcomes:

In achieving the goals stated above, students who participate in ACT will be better able to attain the following educational outcomes:

Knowledge

Students will:

- Recognize the variety of characteristics and actions of effective, participating citizens.
- Identify and describe the community in which they live.
- Identify, define, and describe local problems and their connection to problems on the state and national levels.
- Explain the factors and institutions that influence the formulation, implementation, and evaluation of public policy.
- Know the variety of ways an individual can help solve community problems.

Skills

Students will:

- Develop and use effective questions.
- Acquire and comprehend information from multiple primary and secondary sources.
- Process and evaluate information for objectivity, accuracy, and point of view.
- Apply information to effective efforts to help solve social problems.
- Assess the consequences of and appropriate context for personal action.
- Develop and use critical-thinking skills and ethical reasoning to make informed and responsible decisions.
- Develop and use verbal and written communication skills to convey ideas, facts, and opinions in an effective and reasonable manner.
- Work cooperatively with others.
- Effectively advocate individual and shared interests.

Attitudes

Students will:

- Recognize and respect human diversity.
- Develop a sense of personal and political efficacy in the role of community advocate.
- Believe that individual rights and freedoms are balanced by responsibilities.
- Foster within themselves the value of service and the importance of continued involvement in the community.

THE ACT FRAMEWORK

For your convenience, we have created a framework for ACT that can be integrated smoothly into any almost any course curriculum. The framework serves as a vehicle through which you can teach your students the rights and responsibilities of American citizenship—the intellectual processes, skills, and knowledge they will need to become effective citizens. It is a new kind of instructional approach or way of teaching—one that should result in students gaining many skills (such as acquiring, evaluating, and utilizing information, conducting interviews, structuring research, synthesizing information) that will help them be successful in subsequent courses of study and in the workplace.

The ACT Framework consists of five segments that are related and connected to one another. As a whole, they will provide your students with a solid intellectual foundation for problem solving and for taking action in their community. The five segments are:

- Defining and Assessing Your Community
- Choosing and Researching a Problem
- Examining Policy
- Exploring Options
- Taking Action

Each segment will be discussed further in Chapter 3. How do you enter the framework? That is up to you, but a good way is through students' awareness of a particular problem. For example, if your students become concerned about friction between two cultural or economic groups in your school, you might use that as a "jumping-off point" into ACT. You would then work with the students to assess the school community, examine school policies about disrespect and violence, and explore possible actions (a course on conflict resolution, a team of peer mediators, etc). Another way might be through students' concern over a new policy. For example, if your town passes a resolution enforcing a curfew for teenagers, you might use that as a jumping-off point, encouraging your class to see how the community feels about it, why the new policy came about, and whether or not they (the students) want to try to change it. You can enter the framework with any segment that motivates your students, but then you will want to utilize all the segments in logical order, so that your class can benefit fully from the ACT experience.

How does the framework fit in with a pre-existing curriculum? Again, that's entirely up to you, but here are some ideas. If your economics class is studying supply and demand, use ACT to work on the issue of homelessness ("Why isn't there enough of a supply of affordable housing in your community to meet the demand, and what can be done about it?"). If your science class is studying ecology, focus on the problem of water pollution ("Why is the local river polluted and what can be done about it?"). If your social studies, psychology, or anthropology class is studying American Indians or cultural differences, examine the issue of diversity ("Why do all the Hispanic Americans live on one side of town, and what can be done about it?"). The tie-ins with government or civics curricula are easy to see, but even English teachers can use the ACT approach ("What circumstances caused the uprooting of the Joad family in *The Grapes of Wrath*; do we have similar circumstances in our community, and what can be done about it?").

Section II of this book provides a variety of teaching strategies, general hints, and lesson plans that you can use to develop each segment of the ACT framework, but you are free to intersperse these with lesson plans you've already structured, or use them as a springboard for creating entirely new lesson plans. The book's Appendix will provide you with additional information that may come in handy.

Chapter 2

The Elements of ACT

Now that you have a general idea of what Active Citizenship Today is all about, let's take a closer look at the key elements of ACT: school-based service learning, study of public policy, partnerships between schools and the community, participatory learning, cognitive reflection, and alternative assessment.

1. School-Based Service Learning

As we stated in Chapter 1, service learning is receiving increased recognition in academia today, and school-based service learning combines thoughtful community service with classroom and textbook learning, integrating student action and school instruction in a way that makes citizenship really meaningful to students who will soon need to be involved members of their community. Your students will practice course content in real-life experiences ("experiential education" or learning by doing) and from reflecting on those experiences, as well as from using the more traditional means of learning—textbooks, classroom discussions, quizzes, and tests. As you watch students develop their sense of civic responsibility through participation in service projects in the community, you will discover and begin to use new methods of assessing your students' learning and performance ("alternative assessment").

Benefits of School-Based Service Learning

The outcomes of a service-learning experience are wide-ranging and varied. Service learning is a way for students to develop a true sense of "citizen responsibility"—the idea that citizens have a responsibility to contribute to the common good of their community through service and volunteerism. Service learning also provides students with the opportunity to practice basic citizenship skills such as expressing informed opinions, speaking in public, organizing groups, and thinking critically about political issues. Finally, students come away with a heightened sense of self-esteem, realizing that they have contributed in some way to their community.

Guidelines for Service-Learning Projects

Because service learning is increasingly being recognized as a significant teaching and learning methodology, several organizations, including the National Society for Experiential Education (NSEE) and the Alliance for Service-Learning in Education Reform (ASLER), have worked to set forth essential standards for effective service-learning programs. The following guidelines incorporate the key points of these standards and are adapted to the ACT elements and framework to help you implement ACT effectively in your classroom.

- **Effective service learning strengthens academic learning through practical experience.**
- **Effective service learning involves researching school or community problems.**
- **Effective service learning involves developing projects that address real problems in the school or community.**
- **Effective service learning involves youth in all aspects of the process.**
- **Effective service learning works to build problem-solving partnerships between the school and community, as well as within the school and community.**
- **Effective service learning includes guided reflection time for students to think, talk, and write about they did and saw.**

School-based service learning helps you enrich your curriculum by giving your students unique and innovative experiences and by providing you with new ways to assess your students. It allows you to turn the typical learning framework upside down—instead of teaching how content applies to real life, you and your students learn how real-life experiences relate to the content and concepts in your textbook.

For the community, service learning provides a steady and reliable corps of helping hands and potential volunteers for the future. In addition, it may help build a more widespread positive image of students, as they will be seen as thoughtful contributors and resources, not as a problem to the community.

Teacher preparation for school-based service learning

As you begin to familiarize yourself with the concept of service learning and its use in ACT, you may want to do some more reading. On page 143 in the Appendix you will find a list of highly recommended publications about service learning.

You may also want to find out about service requirements in your school and/or community and your related responsibilities. Are your students required to do community service in order to graduate? Can your ACT project count toward their service credits? Who coordinates student service projects in your school or

district? How can you document service projects easily and realistically? Are students covered by school insurance while they are working on a service project? Is transportation to a service site available? What are your responsibilities with regard to students' safety? Talking to other teachers, to administrators, and to ACT staff will clarify many of these details for you.

2. Study of Public Policy

Like many other service-learning approaches, the ACT methodology requires students to focus on real problems that affect their community and on ways to deal with those problems. Where ACT differs from other service-learning programs is in its emphasis on the study of public policy and the role it plays in finding solutions to public problems.

Before students decide on a solution to a problem they have identified, they must first examine what is being done about the problem in the public policy arena. Through ACT, students learn how public policy is made, the people and institutions that have a role in that process, how to identify different policy options, and the interests and reasons behind policies. Students also analyze policies designed to deal with their problem and determine whether or not they are effective.

Through planning, you can tie policy discussions to what students are examining in the community. For example, if students are looking at the rise of drunk driving fatalities in the community (problem), their goal might be to develop a program to help their peers become more aware of the dangers of drinking and driving (service). With your assistance they could explore national, state, and local legislation (public policies) that addresses this problem, and its effectiveness. Closer to home, if your students are concerned that their lunch hour has been shortened, their goal might be a campaign to restore the old lunch hour. With your assistance they could explore why the new policy was made, who made it (is it just at your school or is it district-wide?), how effective it is, and what actions they might want to take.

This type of research and discussion about the connection between problems and policy allows students to learn how and why policies are made, who supports or opposes particular policies, and the tactics groups use to help or hinder enactment of these policies.

Benefits of the Study of Public Policy

Through a balanced study of public policy, students can make a more reasoned and informed decision about the solution they want to propose for their problem. At the same time, they come to understand one more approach to problem

solving—the policy-making process. And most importantly, students come to understand the role of government in their community and the role they can play as citizens of that community in influencing government.

Teacher preparation for the study of public policy

In order to help your students, you will need to know as much as possible about the structure of the local government (town, city, district, county, state) and about other major players in your community: How is the local government set up? Who are the "movers and shakers" in the community? Which community-based organizations are influential? Are people split along party lines? Ethnic lines? Economic lines? Who *really* makes the policy? The *ACT Field Guide* (Chapter 3) shows students how to locate this kind of information, but they may also need your expertise to help them along. Use the *Field Guide* to expand your knowledge base.

Once your students assess their community and decide on a problem to attack (such as drugs, ethnic conflict and violence, pedestrian safety), become as well-informed on that problem as you can. Read about it in back issues of the local paper, talk to a variety of citizens about the problem, and find out who has voted for or against policies pertaining to the problem. Talk to the policy makers if you can, read the written policy if possible, and try to figure out possible alternatives. If the issue is more national than local but has local implications, use national databases to access information. The *ACT Field Guide* assists students here also, but they may turn to you for additional advice. As much background information as you can gather is helpful, but remember you do not need to be an expert, as you will also be learning from and along with your students.

By the end of a school year, you and your students will have become "experts" on a particular problem. As this group of students moves on, your next group may choose to continue work on the same problem, or you may help them explore something entirely different, whichever they choose. Either way, you will certainly broaden your knowledge of local government and issues. Even if you do not live in the same community as your students, you will become a more informed, active citizen.

3. Partnerships Between Schools and the Community

For your students to get the full benefit of the ACT experience, they will need to make connections not only with local government, but also with local businesses, service organizations, the media, churches, nonprofit organizations, and other local groups. These organizations can provide volunteer opportunities, funds, meeting space, information—whatever your students might need to help solve the problem

they have chosen. At the same time, you can rely on these connections to provide resource people for classroom presentations, publicity for your project, or other kinds of assistance.

This may be a new experience for you. Often teachers simply "close the classroom door" and forget that there are dozens of local resources available to assist them and their students. Or you may already be utilizing the local community. Many schools and school districts around the country are actively involved in Partners in Education or Adopt-a-School programs that provide a variety of resources, both human and material. In either case, we encourage you to bring the community into your classroom and your classroom into the community.

Benefits of partnerships between schools and the community

Thousands of teachers have discovered that opening the door to "the outside world" makes their job easier; they are able to get expert advice and assistance and they can expose their students to new people, new expertise, and new kinds of learning—learning that makes direct connections between the school and the workplace (organizational linkages). Students often respond well to outside influences, especially if they can see a direct, relevant relationship between their world and the adult world they will soon enter. The community benefits as well from viewing students in a new light and from gaining new insights into modern education and education reform.

Community support for schools and education

Here again, it is necessary to educate yourself about "the players." Who in your school or school district might help you develop and implement your program? Does your school already have one or more organizations as partners? If so, who are the partners and what do they do? How can you use them in your ACT project? Does your school or school district already have a service-learning or community-service coordinator? How can that person help you? How about your school's student leaders? Many of them probably do community service or are active in local organizations and might help you. Talk to other school personnel—Key Club sponsors, guidance counselors, administrators. Talk to parents, your own friends and acquaintances in the community—anyone who is involved in local service activities—they will all help you develop a list of individuals and organizations that can help.

Then broaden your circle. Call some of the names on the list you've developed, especially those who are active in the area your students choose to work on. Those people can recommend others, and pretty soon you and your students will have a good idea of "who's who" and who is interested in your issue or problem. The *ACT Field Guide* (Chapters 2, 3, and 4) shows students how to develop lists like this.

You might also consult community resource guides. United Way publishes media guides, local Chambers of Commerce list businesses and service organizations, and local government agencies are knowledgeable about service providers.

Collaboration with a service provider in your community is essential when you are planning and executing a service project because it provides a direct link with the community. You could team up with a local United Way chapter, a recycling center, a nursing home, a homeless shelter, or any similar organization. Some of these groups may already be doing what your students want to do or something similar. That's fine. There is no need for you to "reinvent the wheel." Your students can help existing groups do their work better or in new ways, and both the adults and the students will learn from each other.

Once you have gained some experience with ACT, you may want to consider establishing an ACT Advisory Council in your community (if one does not exist already). Such a council can serve as the ACT "community anchor," its mission being to ensure the stability, direction, coordination, and effectiveness of district-wide efforts to implement ACT projects and other service-learning initiatives. Advisory councils should be made up of district administrators, educators, students, parents, and representatives from youth organizations, charitable foundations, local businesses, the media, and government agencies.

Advisory councils can inform the community about the goals and activities of the program and other service-learning projects. In addition, they can help you and your students to identify and develop resources to support projects so that when new teachers become involved with ACT in your area, they do not have to develop lists "from scratch." Such councils can also promote community leadership opportunities for ACT students.

4. Participatory Learning

As stated in the introduction, ACT teaching strategies derive from an understanding that learning increases when students apply concepts they are studying to real situations.

ACT students are presented with problems facing their community and are left to ponder, "What must we know to solve these problems?" To answer this question, students need to go beyond the recognition of facts to analyze, synthesize, and evaluate the issues and concepts under study. They must familiarize themselves with the community around them, identify a problem, assess what they know and what they need to know, gather information, and devise a solution. With this approach, ACT students take on the roles of investigative reporter, researcher,

historian, law maker, policy analyst, lobbyist, and countless others.

Classroom activities follow this active learning approach, which places the student, not the teacher, at the center of instruction. ACT engages students through discussions, role plays, simulation games, group work, cooperative learning, and brainstorming sessions. Your role becomes that of mentor, guide, and coach (facilitator). Instead of supplying your students with "the answers" through lectures, worksheets, or other traditional formats, you help your students find the answers themselves.

Benefits of participatory learning

Participatory learning gets students interested and keeps them interested in almost any subject area. A deeper, more permanent kind of learning takes place when students "own" information, when they have related it directly to their daily life experiences. By learning *how* to learn (through questioning, reflection, experience, action) instead of learning *what* to learn (specific subject matter for a test), students begin to see learning as exciting rather than boring and are motivated to become lifelong learners.

Teacher preparation for participatory learning

You are probably familiar with this learning theory, which goes by many names. It plays a key role in much of the school reform proposed in this country today. If you would like to learn more about it, you will find a list of books by leading educators in the Appendix. You might want to read at least one of these books as you begin to prepare for ACT.

5. Cognitive Reflection

Reflection is the cornerstone of service learning. It is what makes service learning different from community service. In service-learning there is a formal, built-in place for reflection and discussion. Service-learning is a constant process of reflection, during which students link content areas of a curriculum with their service in the community. ACT believes that the classroom is the best place for this linking process to occur. Planned time for structured reflection is vital. Without this, students may just go through the motions of an activity and not really learn anything from it.

What, exactly, is *cognitive* reflection? To many people who have become familiar with reflective teaching and learning, "reflection" simply means asking students to talk about what they are doing and how they feel about it. But ACT stresses *cognitive* reflection; that is, teaching problem solving through the use of such skills as analyzing, categorizing, and interpreting. Cognitive reflection is a process in

itself—a process of learning how to think. Because of today's information and technology explosion, our information base doubles approximately every five years. It is imperative that our students be trained to locate, analyze, and synthesize new information, to learn how to learn—and ACT helps them practice these skills.

Again, your role in the reflection process is that of a guide, helping your students make discoveries—about themselves, about issues, and about their community. You simply need to provide a setting in which they can make discoveries, a method for them to communicate discoveries to you and to each other, and perhaps some guiding questions for them to answer along the way. They will do the rest!

Benefits of cognitive reflection

Reflection not only leads to learning; it also leads to self-discovery and self-esteem as students begin to understand their strengths, deal with their weaknesses, and recognize that they have truly made a difference in the community. For students, cognitive reflection reinforces the idea that they must *think* about what they are doing, even while they are doing it, and that they must continually examine, analyze, interpret, and reassess. Students also learn how to deal with problems and clarify goals, skills they will be able to use in every aspect of their lives.

Teacher preparation for cognitive reflection

Read some of the new literature on reflection (see Appendix, page 143). Familiarize yourself with the many ways in which students can reflect on their experiences, and then structure your ACT project to include at least some of them. In Section II, Chapter 5 ("Teaching Strategies") you will find numerous suggestions for reflective activities.

Group reflection. This is probably a method that you use often anyway, in which a whole group or class examines and discusses something they have learned or are learning. There are many ways of structuring group reflection, such as discussion and role playing.

Individual reflection. Individual reflection serves a different purpose. It enables students to analyze the personal aspect of their experience, to study that effect and to learn from it. Students learn observation skills and can communicate their observations to you in a personal, private way. There is no set format for reflective activities. The important thing is that students reflect regularly. Their frequent reflection helps you keep track of the progress of the students and their project on an ongoing basis, providing you with a way of assessing their learning and growth (see the next section on alternative assessment). Each ACT lesson plan in this book identifies some reflection ideas. Use these as a springboard to create your own reflection activities.

6. Alternative Assessment

ACT does not lend itself easily to traditional assessment methods such as multiple choice tests and quizzes, but it *is* possible to "do" ACT and assess student achievement. The challenge for you is to create new and effective assessment tools that go beyond "right answer" tests. You can test students on their acquisition of some of the basic, core facts you are teaching, but these tests should not be the *only* way you assess students to determine their grade.

You may already be familiar with the term "alternative assessment" because it is a big piece of education reform. Simply put, alternative assessment refers to any assessment technique that is not a conventional test such as multiple choice or true/false. It goes by many labels—"portfolio assessment," "authentic assessment," "demonstrations," etc. No matter what these kinds of assessment are called, there are several characteristics that they all have in common:

- Students are asked to perform, create, produce or "do" something.
- Alternative assessment techniques require students to tap into their problem-solving and higher-order thinking skills.
- Tasks required of students have "real-world" application.
- Alternative assessment requires teachers to take on new instructional roles.
- In alternative assessment there is no one "right" answer.

The teacher, not a machine, is required to do the scoring, and thus human judgment comes into play. As you can see, the instructional method employed by ACT fits neatly with alternative assessment.

Benefits of Alternative Assessment

While alternative assessment may be a little more difficult for you, it is much more productive for your students. Each of us has different learning styles and ways of absorbing and communicating information. Alternative assessment allows students with a variety of learning styles to be judged fairly and equally. (For example, a student who has a flair for art or music rather than for writing can present his/her learning in the way that is most comfortable and productive for him/her.) Alternative assessment minimizes test anxiety and rote memorization and embeds learning into students' long-term memory. And it gives *all* students a sense of achievement, not just those who are good test-takers.

Teacher preparation for alternative assessment

As you well know, alternative assessment—assessing students based on tasks they perform—takes many forms. It is already being practiced in your school. Consider art class where, for example, students are judged on their ability to use a vanishing point in a drawing. Or home economics class, where students are judged on whether or not they have "mastered" a cookie recipe by how good the cookies taste and how they look. In these cases, students apply the basic knowledge they learned (what is meant by perspective in art, the difference between baking soda and baking powder) to real-world tasks and are graded on how well they applied that knowledge to the tasks.

ACT is similar in many ways. Students learn the basic knowledge, or content, of citizenship—how to promote interests, how to influence policy, how to lobby, etc., and then perform a task (service to the community) utilizing this knowledge base.

Talk to your colleagues in the art and home economics departments (or physical education or music) about how they assess students, and seek out teachers in academic departments who might be using alternative assessment techniques—they will be very helpful.

In Section II, Chapter 5 ("Teaching Strategies"), you will find many ideas for techniques you can use to implement alternative assessment in your classroom, but we hope you will also feel free to structure your own ideas. As long as they are well-planned, organized, and understood by both teacher and students, a variety of alternative assessments can be used at any time.

WHAT ELSE CAN YOU DO TO PREPARE FOR USING ALTERNATIVE ASSESSMENT?

- **Define objectives clearly**. Before you begin, define a set of goals and objectives you would like your students to achieve in ACT. Start with the goals and objectives for the class in which you are infusing ACT. How can service-learning be applied to some of these goals and objectives? In addition, refer back to the ACT Goal Statement in Chapter 1. Determine what outcomes you wish to achieve and start to develop related assessment strategies.
- **Think about using your students as self-assessors.** Assessment should always be a "two-way street" between teacher and student. Students will be assessing their progress throughout ACT through different kinds of reflective activities. You don't have to do all the work—their ongoing reflections (written and oral) should become part of your overall assessment. At the end of the ACT project, students should be asked to do self-evaluations and to evaluate the project as a whole. (For more about this, see the end of Chapter 3.) This will help you assess not only the students, but the project itself and how well your objectives were met.

Chapter 3

The ACT Framework

The five segments of the ACT Framework are outlined below. As you examine the *ACT Field Guide*, you will discover that the structure of this chapter parallels the structure of the *Field Guide*. Why? The ACT Framework is really the nitty-gritty, "how-to" part of ACT. It outlines the process students or adults need to understand if they are to be successful in effecting community change.

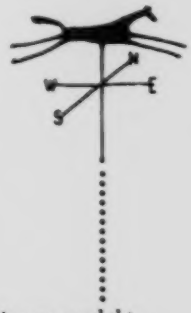
In the introduction and first two chapters of this book, we have talked about the philosophy behind ACT and the elements that compose ACT. Section II covers teaching hints, strategies, and lesson plans. Your students do not have to be concerned with any of this—they just need to know how to *do* ACT. A brief explanation of the ideas behind ACT is given in the *Field Guide*'s introduction, but what they really need are the tools to make ACT work "out in the field"—that's why their book is called a *Field Guide* and yours is called a *Handbook*!

The material in the *ACT Field Guide* is so practical that it can be used over and over again—by both individuals and groups. Once your students have mastered the information in the *Field Guide*, they will be able to utilize it in college, at work, and in future community projects. Because the *ACT Field Guide* is meant to stand alone as well as to complement this teacher's handbook, some of the activity ideas suggested in it overlap those suggested in this handbook. Others dovetail more neatly with the teachers' information. Used together, the two books strengthen the knowledge base of both teachers and students, so be sure to familiarize yourself with the *ACT Field Guide* as much as possible.

To connect *Active Citizenship Today: A Handbook for High School Teachers* with the *ACT Field Guide*, we have divided the first portion of this chapter into five subsections. Each subsection covers one segment of the ACT Framework, or one chapter of the *Field Guide*. In each, we summarize the central question with which students are concerned when doing that segment, the purpose, and the objectives of the segment. The lesson plans suggested in Section II are also tied into specific segments of the ACT Framework and refer back to the *Field Guide*.

After we have taken you through each of the five segments of the ACT Framework, we will put them all together and show you how students at one school carried a project through from beginning to end. Then we talk about ways to keep ACT projects going as students move on.

Framework Segment 1— Defining and Assessing Your Community



As you read this section of your Handbook, *watch for these icons. They match the icons in the Field Guide!*

Central Question:

What is your community?

The purpose of this segment is to help students understand that they are a part of many communities and that they also share affinities. As they are introduced to ACT, they will learn that they can develop the capacity to do something about problems in the community and that, as members of a community, they have a responsibility to bring about positive change.

This part of the ACT Framework requires students to take a close look at the various communities in which they operate (their class, their school, their neighborhood, their town, their state, and so on). As they explore, students will learn to use the tools they need for finding out more about communities, the problems of communities, and resources for dealing with problems. *The ACT Field Guide* familiarizes them with surveys and opinion polls, newspapers, and interviews. They also learn how to use a number of research tools, from libraries to computer databases.

Students will also learn about how people operate in communities. If they focus on their town, district, or city, they will look at government institutions, nonprofit organizations, businesses, the media, and community service organizations. They will begin to understand "who's who" in each of these arenas, and how to approach those people. Even if they just focus on their school, they will learn how schools are governed, the role of the school newspaper, the function of student government, clubs and other school organizations, "who's who" among the students and staff, and the various roles that other people (parents, community volunteers) play in the school.

If you choose to enter the ACT Framework here at the beginning, there are many doorways. A history lesson on nationalism, the rise of city-states, or the causes of a civil war could lead into this segment or rise out of it. (Why do people congregate in "communities"? Why is it so difficult for one community to get along with another?) A geography lesson might lead into this segment with a discussion of whether or not geographic boundaries create a "community." Any course that covers values and cultural diversity (literature, sociology, anthropology) can tie into ACT here as, of course, can civics or government.

Once your students understand the many communities in which they play a role,

they will have to pick one for ACT. This is where your job becomes central—you have to act as a creative facilitator and mediator. While keeping your course curriculum in mind, you should help your students focus on what is most important to them *as a group*. Most likely, they will pick either their school or their town as an arena for ACT, but they might also choose a neighborhood or a whole district, depending upon where their common interests lie.

Because ACT emphasizes participatory learning and teamwork, your students should arrive at a solution that is satisfactory *to you and the whole group*, so the group members can work on a project together. In the process, they will learn to respect commonalities and differences, practice active listening, and sharpen consensus-building skills.

Your students will also conduct an assessment of the community they choose, finding out as much as they can about it—its history, geography, demography, government, and more. By the end of this segment, the students may find that some of the perceptions they had about their community were right but that others were simply "off the mark." They will learn how to conduct surveys, how to categorize and summarize data, and how to organize information for effective presentation.

Framework Segment 2— Choosing and Researching a Problem

Central Question:

What is the problem?

The purpose of this segment is to help students focus on a community problem of concern to them that they think they can do something about. They will begin to define the problem's parameters, looking at its causes and effects and community members who are concerned with the problem.

This element of the framework typically is used following the first, because once students have identified themselves with a particular community, they will be better prepared to identify community problems. And by doing research in that community, students will learn what various community members, leaders, and experts think are the community's most serious problems, and focus on the causes and effects of these problems. After some investigation, they will be able to see how problems are interconnected (such as factory closings with homelessness, lack of state funding for education with high dropout rates). Once they have had some practice picking out the major players in their community in general, they should

have no trouble discerning the key players associated with a particular problem. They may have difficulty deciding on a problem that is of equal importance to all of them, but here again, you can help them arrive at consensus.

Defining the parameters of a problem is basic to problem solving, and careful research teaches students how to discriminate among sources and organize information. Chapter 2 of the *ACT Field Guide* helps them with research ideas and sources, interview techniques, and suggestions for accumulating resource lists.

Many teachers choose to enter the ACT Framework through this doorway because as students become concerned about a problem, their unified concern is a motivator for infusing ACT into a class curriculum. For example, students may be concerned about the school's decision to institute a dress code that prohibits gang-related clothing. This would be a good time for them to examine their school community, the community outside, the interrelationship of problems (crime and violence, poor student behavior, how dress relates to socioeconomic status), reasons for the policy, who made the policy, the impact of the policy, and how they might want to respond to it. They might choose to investigate alternative ways to combat gang influence in schools such as starting a crime patrol in and around their school or sponsoring a panel discussion on violence and values. Studying a problem like this would fit neatly into a government unit on civil rights, a psychology unit on values and ethics, or a sociology unit on social problems or subcultures.

Another way of entering the ACT framework at this point is through the content focus of your regular course curriculum. You might select a particular problem that would spark student interest in similar community problems. For example, the study of racial and ethnic conflict in literature (*The Autobiography of Malcolm X, A Passage to India*) might lead to discussion of divisiveness in your community. Your students' ACT project might be a multicultural community roundtable or training in conflict resolution.

If you enter the ACT Framework with this segment, you will still need to go back to Framework Segment 1 (Defining and Assessing the Community) so that your students understand the community in which they are operating. However, the job of defining the community will be much easier because they are already focused in on one.

Framework Segment 3—Examining Policy

Central Questions:

What is policy? Who makes policy? Does the policy work?

The purpose of this segment is to help students look at policy making on several different levels. They will begin to understand what policy is and how it is made. They will identify the motivations and tactics that individuals, groups and institutions use to develop policy, and they will evaluate particular policies pertaining to the problem they have selected to determine whether those policies are effective in solving the problem.

This study of policy and policy making creates a direct link between the classroom and community. Your students have the opportunity to discuss and reflect on a specific problem and then try some problem solving. They also have the opportunity to examine the problem-solving process that adults in the community have gone through around the same problem.

To truly understand how policy is made, students need to be introduced to the pressures that influence policy makers and the mechanisms policy makers use to handle these competing pressures to marshal support. Students will come to be aware of and understand the behaviors and motivations of the people who make policy. The *ACT Field Guide* (Chapter 3) helps them focus on important questions to ask "the players," and helps them see why various people take different sides on an issue.

They will also determine how well existing policies address the problem they are studying (costs and benefits) and whether better policies exist. They will acquire the tools and skills needed to dissect and evaluate competing policies. Ultimately, this segment of the ACT Framework exposes students to the fact that democracy can often be messy, and that there may be more than one viable solution to a problem.

If your students become concerned about a new policy in their school or town, you might want to enter the framework here, first discussing policy in a general way, then going back to Framework Segment 2 (Choosing and Researching a Problem). (What is the problem that caused the policy to be made in the first place? If your students want to change the policy, they will have to consider other ways to solve the problem.) You can also bring in Framework Segment 1 (Defining and Assessing your Community). (What community does the policy affect and how does the community feel about it?)

Framework Segment 4—Exploring Options

Central Question:

What can you do?

The purpose of this segment is to help students examine and understand the variety of avenues they, as effective and participating citizens, can take to address a particular problem.

This segment of the ACT Framework addresses the central question of citizenship in a democracy: What can an individual citizen, or group of citizens, do to effect change for the common good? Here students examine the options they have to help solve a problem. They will decide whether to provide direct service or work to change an ineffective policy. They should look at each option carefully, examining its positive and negative consequences, the resources available to them to try and solve the problem, and the time and energy they are willing to devote to the project.

They also have the opportunity to take another look at the four major domains of their community—government, the media, business and nonprofits—to see who might be suitable partners in a project and why, and they examine the tools and skills they might need for gaining project support, such as lobbying, handouts, and letter-writing campaigns.

Framework Segment 5—Taking Action

Central Question:

What will you do?

The purpose of this segment is to help students decide on, plan, and implement a service-learning project that helps solve a problem they are studying and meets a real need in the community.

In this segment of the ACT Framework, students finally plan, implement, and evaluate their project. Here again the *ACT Field Guide* (Chapter 5) offers them the tools they need—task charts, check lists, timelines, and the like. As they begin to plan, you might want to make them aware once again that evaluation in ACT is an ongoing process. So far they have been evaluating themselves and assessing their progress through a variety of reflective activities. Once a project is underway, they can continue to reflect on it, and they can also begin to get feedback from the recipients of the service or others in the community with whom they are working.

Direct the students' attention to the Evaluation and Reflection Form at the back of the *ACT Field Guide.* Keep copies of this form available so that students can use it as they go along, and then again at the end of their project.

Case Study: Applying the ACT Framework

This is a real example of how the ACT Framework was used by several teachers in one high school to help a group of students study and respond to the problem of youth violence. As this sample will illustrate, teachers and students can enter the framework at different stages. In this example they enter at Framework Segment 2—Choosing and Researching a Problem.

Several students at a suburban high school in Colorado saw the incidence of youth violence in their community increasing and wanted to do something about it. They went to their American government teacher with their concern, and together they decided to study the problem and take some action on it. They also wanted to find out who else in the community was dealing with the problem. The students realized that youth violence occurs across the country for many of the same reasons (drugs, gangs, disintegration of the family, lack of jobs and education), but they wanted to focus mainly on their own community. **(Framework Segment 2—Choosing and Researching A Problem)**

They needed to tackle questions such as: Where is our community? How large is it? Who lives there? What kinds of businesses are located there? How is it governed and by whom? With the assistance of their teacher and the *ACT Field Guide*, they began doing research to determine how the local power was structured and how people felt about the problem. Although some of this work was done after school and on weekends, the students also used class time to categorize data, discuss survey results, practice interview techniques, and write up their experiences in journals. They conducted surveys of residents and store owners in high crime areas. They interviewed city council members and state representatives whose districts were located in their community. They studied and logged newspaper and local media accounts of youth violence. They attended local government meetings when the issue was on the agenda. **(Framework Segment 1—Defining and Assessing Your Community)**

By mid-semester the students had moved into the policy arena to research how local and national governments were addressing the issue of youth violence. They studied the reasons behind a proposed district-wide policy on installing metal detectors at all high school and middle school entrances. They attended city council hearings where a bill proposing the imposition of a nightly "youth curfew" was debated. They participated in a gun control rally. They talked to local

organizations that had programs to deal with troubled youth. **(Framework Segment 3—Examining Policy)**

The government teacher got others "into the ACT." The modern problems teacher discussed national problems such as the lack of jobs and alternative educational opportunities for disadvantaged youth, and how that might lead to gang membership. In English class the students read a series of firsthand accounts written by former gang members, and then wrote essays on the similarities and differences between their own lives and the lives of the former gang members. A math teacher allowed students to tally survey results in his class and used the class time to discuss percentages and mathematical means. **(Framework Segment 3—Examining Policy)**

After exploring and discussing what other groups in the community were doing to combat the rise of youth violence, the students decided on several plans of action. Some of the students worked on creating an awareness campaign in their school, highlighting the growing number of recent incidents of youth violence in the community and suggesting alternatives to gangs, drugs, and "hanging out." This group worked with local churches and service organizations to publicize night basketball leagues, weekend retreats, and summer job opportunities. Another group of students wanted to focus on gun control. They produced a video on the pros and cons of gun control and organized an open forum on the issue at a community-wide assembly. **(Framework Segments 4 and 5—Exploring Options and Taking Action)**

Finally the students evaluated the effectiveness of their projects. Through a school survey they determined that there was greater awareness among the student body of the causes of youth violence. The local YMCA reported a 20 percent increase in the number of students joining their night basketball league. Businesses in the community made a public commitment to create more summer jobs. Although youth violence is still a problem in the community, the students felt that they had been successful in beginning to deal with the issue. **(Framework Segment 3—Examining Policy)** Many of them still volunteer their time at service organizations that are dealing with the problem. **(Framework Segment 5—Taking Action)**

At the end of the semester, the government teacher had groups of students make oral presentations on one aspect of the project. Each group was awarded a grade based on the presentation's accuracy, clarity, and ties to course content. In addition, the teacher looked at each student's journal, the surveys and interviews they had done, and their contributions to various class discussions. Semester grades for the course were determined by all of these considerations as well as the students' final exam scores.

AFTER THE PROJECT

ACT is not intended to be a "one-shot deal." Rather, it is hoped that your students come away from ACT realizing that their work in the community was valuable. Part of this realization is the fact that the problems your students addressed in ACT may have been solved through their service only temporarily, and that once they leave, the problems and needs of the community will return. Thus, sustaining a service project should be as important to your students as starting one.

As part of a reflection discussion, ask students how they plan on keeping their ACT service project "alive." What steps do they need to take to institutionalize their service to the community? Who needs to be involved—more students? additional service organizations? adults from the community? What are the costs? Will it be necessary to raise funds? These, of course, are just some of the questions you and your students will need to consider as you look for ways to sustain the work you have begun. Students should explore the options listed below:

◆ **The next class can continue the service project.** Students may want to build upon an existing endeavor from a previous class. For example, if you are conducting ACT as part of your junior year history class, next year's students could decide to continue the project started by this year's class. In addition to providing the service, the second group would be required to reassess the goals of the project to determine if it is still needed. They would do this by conducting surveys, assessing the community, exploring any changes in public policy, and so forth. This group would also be responsible for updating files and resource contact logs, providing progress reports, and evaluating the project at year's end.

◆ **The community can "pick up" a student-generated service project.** Another way to sustain an ACT service project once it has begun is to institutionalize the service in the community, either through the government or within a service organization. For example, if a student service project involved the creation of a toll-free hotline for battered women, the continuation of this service might be passed on to the local hospital. Obviously, your students will need to garner support from policy makers, interest groups, service organizations, and others to do this, but their experience with the policy-making process and budgets will be greatly enhanced by such an undertaking.

◆ **Service projects can be institutionalized at the school level.** ACT operates out of one teacher's classroom, but it can involve the whole school and become an ongoing part of the service the school provides to the community. For example, if students in your sociology class establish a tutoring program for newly arrived immigrant children in your school, other classes can be involved to make the project truly multidisciplinary. Eventually, such a program could be picked up

the project truly multidisciplinary. Eventually, such a program could be picked up by the guidance department, with volunteers coming from the entire student body. Here again, your students will need to drum up support for the program and lobby the administration or even the school board.

◆ **Students can continue service projects on their own.** The "lessons" students learn from ACT are intended to last a lifetime. The knowledge they acquire about public life, the citizenship skills they practice, and the commitment to service they foster within themselves and their peers during ACT are sure to stay with them long after they leave school. You will help your students use this knowledge, these skills, and their new-found commitment to service to carry on their work. Although your involvement in their project was important to its success, ACT has taught them how to "do it on their own." Encourage your students to do so.

Section II

THE HOWS OF ACT

PRACTICAL HINTS, USEFUL TEACHING STRATEGIES, AND SAMPLE LESSON PLANS

BEST COPY AVAILABLE

Introduction

Now that you have a good overview of what ACT is all about and how all the pieces fit together, you're probably saying to yourself, "This sounds like a fine program, but how am I going to do it? How can I fit it into my regular course curriculum? How can I grade my students? How can I bring the community into my classroom? What else do I need to know in order to accommodate to all these new ideas for teaching and learning?"

This section of *Active Citizenship Today: A Handbook for Teachers* will answer many of your questions—with a variety of helpful hints, teaching strategies, and sample lesson plans. Because ACT is being used all over the country (by new and experienced teachers, in small towns and big cities), we may not address very particular questions, but you can always get specific answers by calling either the Close Up Foundation or the Constitutional Rights Foundation.

Chapter 4

Practical Hints for Implementing ACT

Because you and your students will be operating differently from a traditional classroom and will be dealing with "the outside world"—that is, the community outside your school—you will need to consider some factors that might not ordinarily concern you.

Insurance and liability. Although ACT activities and service projects involve a low risk of negligence or danger, your students could be going outside the school building on a fairly regular basis. Check with your principal or your district's legal counsel about liability. When your students go downtown or elsewhere to interview people or do independent research, are they covered by school insurance? When they actually start their service project, is extra insurance coverage necessary?

If your students team up with a community or charitable organization to do their project, they will probably be covered by that organization's policy, but it is important to make certain of this. You might want to obtain a copy of *Legal Issues for Service-Learning Programs*, a free community service brief published by the Nonprofit Risk Management Center in cooperation with the Corporation for National and Community Service (see listing in Appendix).

Parental permission. In most cases of community service when the student is to be a volunteer, parental or guardian permission should be acquired. At the beginning of your ACT program, send permission slips home to cover all out-of-school activities.

Parental support. In addition to sending home permission slips, you might want to send home letters explaining ACT to parents and guardians. They are an integral part of "the community" that you are trying to bring into your classroom. Some may work in local government offices or nonprofit organizations or have friends who do. These people can be valuable resources for you. Also, you will be encouraging your students to ask their parents' opinions on various topics. The input of parents or guardians will be much more constructive if they understand what the program is all about. In addition, you may want to explain alternative

assessment to parents. Like the students, many parents are accustomed to judging performance only by test scores. They need to be comfortable with the new educational methods.

Safety issues. All steps must be taken to minimize students' safety risks. Make sure you clarify rules and procedures with students so that they are prepared to deal with problematic situations. If your students are going to spend a lot of time at a specific project site, develop a plan for first aid treatment there. Equip your students with appropriate medical release forms to be signed by parents as well. Students should always go in pairs or groups when working on projects off of school grounds.

Transportation. Can your students travel safely and independently from school to interview, survey, or project sites? If not, can bus or van service be arranged? Parent carpools? If some of your students have driver's licenses, can they drive to sites? Can they transport other students? Again, check with your principal or other administrators for answers.

Preparation of students. Make sure your students are prepared to operate in the community. The *ACT Field Guide* gives them good information on how to dress and how to behave among adults in the "outside world." But they may also need to be prepared for new situations, such as dealing with people in nursing homes or homeless shelters. Be prepared for some initial student discomfort in such situations and allow them time to adjust and talk about their feelings.

Student adjustment. It may take some time for students to get used to the kinds of work they are asked to do in ACT. They will have to do a lot more writing, and they will not be able to get by on rote memorization or guessing on brief quizzes. They will be asked to work with each other instead of competing against one another, and they will be asked to interact with adults on a regular basis. They will be eager to start their service-learning project and may not understand (until later) the necessity for careful preparation. However, if lessons are structured properly, they will discover that learning this way is a lot more fun and they will begin to take the lead, making your job much easier.

Optimal utilization of resources. In order to take optimal advantage of community resources, you need to be as knowledgeable as possible. Subscribe to a local newspaper and encourage your students and their families to do so as well. Build a relationship with people at the newspaper or other local media if you can. Try to collect directories of local businesses, local government agencies or nonprofit organizations. Talk to parents, neighbors, and friends in order to build a resource network. Reserve a place in your classroom for resource material that your

students bring back (business cards, brochures, directories). Ask a student to keep an updated computer database of names, addresses, and phone numbers that the class has accumulated. Suggest that each student keep a log or folder of his/her own resources as well.

ATTITUDE CHECK. Keep an open mind and a sense of humor. ACT is a new experience for everybody, and it always takes time to adjust to new experiences—but your students will enjoy it, and so will you.

Chapter 5

Ideas, Strategies, and Suggestions

It is likely that no two teachers will "teach ACT" exactly the same way. However, there are some basic teaching strategies that, if followed, will make ACT a unique learning experience for both you and your students. We discussed many of them briefly in Section I, but this chapter will give you the opportunity to see how you can bring about "participatory learning," "cognitive reflection," and "alternative assessment."

1. Participatory Learning

Small-Group Activities. When you examine the sample lesson plans presented later in this section, you will see that there are few times when students are working alone—ACT is a group activity. By working in small groups, students learn to communicate, cooperate, persuade, bargain, and compromise. They learn that problems are best solved through the efforts of groups rather than individuals, and they learn that each of them has something valuable to offer the larger group.

Small groups are just that—four or five members to a group. Research shows that larger groups simply do not produce the same results as smaller groups. By keeping groups small, you actually force each member to make a contribution—it is harder to blend into the background in a small group. Initially, at least, it will be important for you to think about the skills individual members in the group might bring to the task. If a student is shy and nonverbal, can he or she serve as recorder, contribute art, or do library research. As students succeed in tasks with which they are comfortable, they will become more willing to "try" new ones.

Be sure to vary the methods you use to divide students into groups so that everyone in your class has the opportunity to work with everyone else at some point during ACT. Getting to know and value others, especially within a diverse group, is an essential experience for students to have in today's world.

Keep the following points in mind to maximize student input:

- Make sure students clearly and specifically understand the instructions before they begin the activity.
- Make sure each student has a job in the group.
- Monitor group progress by circulating among groups.
- Hold students responsible for decisions and actions taken by their groups. If a student disagrees with a group's decision, point out constructive ways to register the disagreement within the group, and possibilities for compromise.
- Use strategies to ensure that some group members do not try to get a "free ride" from others. For example, assign particular jobs, or encourage group members who do not ordinarily volunteer to report the group's findings.

When the group activity is over, it is a good idea to debrief the activity with your students to help them develop the skills necessary to work well in small groups. You might discuss the following questions with them:

- What helped this group work well together?
- What interfered with the group working well together?
- What could members do next time to improve the group's work?
- Did everyone participate? Why or why not? How did group members feel about their levels of participation?

Brainstorming. Brainstorming is a technique specifically intended to generate ideas, and, as such, is used widely in ACT lessons. It works by separating the process of coming up with ideas from discrimination and judgment. Typically, a group of brainstormers is given a clearly stated question or a word or phrase to respond to. Within a limited time, they are told to think of the greatest possible number of answers or responses. Students generally respond well to brainstorming because it allows every student to participate regardless of academic ability. The key is quantity, not quality, of ideas. The time pressure short-circuits judgment and discussion.

You may want to write the following brainstorming rules on the board before you start:

- Say anything that comes to mind.
- Piggyback on the ideas of others.
- Do not evaluate or criticize what others say.
- When you cannot think of anything else, wait a minute and try again.

Simulations and Role Playing. Some ACT lessons focus on political processes and decision making. An effective method of teaching these processes is to simulate them. Simulation and role-playing activities compel students to experience the process they are examining. These activities are excellent ways of getting students to see all sides of an issue and to prepare them for the steps they will be taking in their ACT projects. It is important to remember that simulations do not need to be very elaborate to be effective—a simple role play made up on the spot could be as useful as a three-day simulation activity. The following simple rules apply:

- Construct a simulation with only one goal. Do not try to have multiple purposes, as it is may get confusing for your students. Also, keep your goal in mind as you create roles and a scenario.
- Create realistic roles. A scenario that is too far-fetched or a role that is more of a caricature than real will take away from the seriousness of the simulation.
- Help students locate information sources who will brief them on the perspective of the group or person they represent. Having them conduct their own research into the role promotes active learning.
- If you have no assigned role, monitor student participation. (In some cases, the teacher is assigned a pivotal role that can, of course, be filled by a properly prepared student.)

Debriefing is the most important element of simulations. You will want to conduct a "double debrief" of a simulation activity. In the first debrief, discuss with your students the simulation itself. (What happened? How did it happen? What was the outcome?) In the second debrief, your focus should shift to how the simula-

tion activity was a reflection of real life. Ask students how they might relate what they just did to the research they are conducting or the political processes they are observing in their community. And be sure to give them an opportunity to raise and discuss additional questions generated by the simulation.

CLASS DISCUSSIONS. During ACT you will find many times to conduct discussions with your classes. In fact, ACT lessons frequently include discussion questions. Some questions check student comprehension. Others ask students to infer, compare, analyze, synthesize, hypothesize, or evaluate information. Discussion questions in this latter category are critical to a lesson's progress. Many times, activities are based on information raised in these discussions.

When a question asks for personal opinion, encourage students to:

- State their opinions clearly.
- Support opinions with facts, logical arguments, or reference to parallel situations and circumstances.
- Clearly define the terms they use.

This experience will give students practice in forming opinions that can be communicated. It will also develop criteria for students to judge the opinions of others.

It is important to remember that a class discussion should be an open-ended dialogue with all students as equal partners in the process. Often, teachers are quick to ask questions that have a single, "right" answer. A series of such questions is not a class discussion. In a class discussion you, as a teacher and a discussion leader, will have to get the process going by asking a probing, lead-off question, but then you should take a back seat, allowing the discussion process to take its course, calling on students when appropriate, asking follow-up questions or for reactions to a student's comments, and generally guiding the students along. For some teachers, this is not an easy process and it does take a lot of practice. Some suggestions:

- Remind students of some basic rules:

  Keep an open mind and listen to one another.

  Respect the opinions of others and do not belittle their views.

  Work cooperatively to try to find an answer to the question posed.

- Be ready with discussion questions, along with potential follow-up questions. This will help you guide the discussion process.

- Be sure students listen to one another and respond to what was said, not what they think they heard. Arranging your room in a circle will help the listening process—students can look at one another when they are speaking.

- Remember that class discussions should be open-ended—there may not be a single, easy answer to the questions raised.

Jigsaw. Jigsaw is a very effective form of small-group work. Its purpose is to enable students to work simultaneously on one part of a research effort (a "jigsaw piece"), come together to discuss the findings, and then assemble the individual pieces into a coherent whole. In a jigsaw, students meet in groups. The class is divided into small groups of four each. In each group, students are numbered one, two, three, and four. Each student receives an assignment to do research on a particular topic that is a subset of a larger topic. They will leave the original group to meet with students from other groups who have the same assignment ("expert" groups). Thus, all the number ones would met together, all the number twos, and so on. After meeting in "expert" groups, deciding on how to do their research, and actually carry through on their plan, students return to their original groups to share what they have learned. This strategy requires some preparation on your part to ensure that what the expert groups research and discuss is passed along properly and accurately to the original group.

Community Resource Guests. Classroom visits from informed professionals are an essential part of ACT. Resource experts serve as role models and make community institutions more familiar to students.

Identifying experts and arranging visits is not difficult. Public information officers from local or state law enforcement agencies, the courts, and bar associations are good sources for contacting people. Your Chamber of Commerce, Better Business Bureau, professional organizations, and unions can connect you with speakers from business, industry, and labor. Politicians' constituent service offices can identify appropriate speakers from government. Also, use the faculty of your local college or university as a pool of potential contacts. And be sure to utilize the contacts of your students, their parents, and their friends. The *ACT Field Guide* (Chapters 2, 3, and 4) offers many ideas for making contacts as well.

When you or your students contact an individual to make arrangements for a visit, be sure to do the following:

- Explain the purpose of the visit. Briefly describe your objectives for the guest's presentation.

- Place the visit in context. Explain the class's current field of study and your planned follow-up activities.

- Describe the audience. Tell the speaker how many students will be present and briefly characterize their age, interests, and achievement levels.

- Specify the scope of the presentation, both in terms of time and content. Be sure the presentation is appropriate to the grade level and attention span of your class.

- Request specific dates and times. Suggest two or three alternatives from which your guest can choose. (Many speakers require at least three weeks notice.)

- Be sure the visitor has the correct address, appropriate directions, and parking information.

Before arranging the visit, confer with your principal and then confirm the visit with additional appropriate personnel. Confirm with the prospective guest by mail if you have been communicating by phone. It is probably wise to get a final confirmation from the resource expert a few days before the presentation. The following suggestions will make the speaker's visit most effective:

- Prepare the class. Discuss the purpose of the visit and provide basic information about the speaker. Have the class compile a list of questions to ask.

- Remember that resource experts are not trained teachers. During the presentation, you will need to direct both the speaker and the class with appropriate questions or other cues. A resource expert is best used to help students participate in an activity and in debriefing. (Replacing a teacher lecture with a resource expert's lecture is not what ACT is about.)

- Allow sufficient time for a summary of the presentation. Also, be sure that students write thank-you letters to the guest. (The section on "Holding a Panel Discussion" in Chapter 2 of the *Field Guide* can be useful here.)

- Ask debriefing questions. Have students comment on what they learned from the speaker and how it influenced their views about the speaker's profession or topic. Encourage their constructive suggestions for improving such experiences.

Handling Controversy. Addressing community problems and issues of policy may be controversial. Disagreement is a real, indeed necessary, phenomenon. Controversy cannot and should not be avoided. When a controversy becomes apparent in your classroom, clarify the disagreement by:

- Identifying the issue or issues under dispute.
- Identifying areas of agreement and disagreement.
- Identifying underlying assumptions.
- Making sure students concretely define terms and avoid slogans.

This process of definition may bring the disagreement to a close. If it does not, use an appropriate strategy for addressing the controversy, such as discussion, research, formal debate, anonymous writing assignments, or mediation. In Chapter 5 of the *ACT Field Guide* students are given advice for handling meetings and resolving conflict, so those sections of the chapter can be assigned if controversy arises.

Whatever strategy you use, be sure students follow certain ground rules:

- Students must argue ideas, not personalities.
- They must represent the opposing position(s) fairly and accurately.
- They should admit doubts and weaknesses in their own position.
- Above all, the arguments should concentrate on evidence.

Students should air their own views, hear their opponents' views, and examine both. Be sure students understand that closure of a controversy does not mean one side wins.

Visits to Community Leaders. ACT encourages students to interact with the community as much as possible. This may mean sending your students out to interview people who are experts on an issue, community leaders, or groups with whom the students may interact. These visits may be scheduled during class time or not, depending on your school's rules and the availability of transportation to local business areas.

Once your students decide who they will visit, have them call and set up their own appointments. Make sure they write follow-up letters confirming the date and time of their appointments. Chapter 2 of the *Field Guide* ("Interviewing Experts") offers students many useful hints for conducting visits.

Besides providing students with information, visits build students' self-confidence and comfort level with adults. When students start going to job interviews, they will be less nervous and better able to express themselves in a positive way.

2. Cognitive Reflection

As we stated in Chapter 2, cognitive reflection is a process of thinking. It means that students do not simply swallow information that is given to them and then regurgitate it on tests—they seek their own information (preferably from original sources), compare it to other similar or relevant information and come to their own conclusions. In the process, they internalize information, and also communicate it to others, forming opinions, making judgments, and comparing their ideas and feelings about things to those of their peers. How can you bring this about?

Group Reflection A good group discussion, conducted within the guidelines mentioned in this chapter, can be a reflective activity. If each student is allowed to express his/her viewpoint, supported by logical arguments, and the group is encouraged to listen carefully, reflection will occur as students try to sort out which viewpoints they agree or disagree with and why. Debriefing, either written or oral, can occur at the end of a discussion as an additional reflection activity. ("Was that a good discussion? Why? What did you get out of it?")

Individual Reflection Discussions, role playing, and interviews can lead to individual reflection as well, with each student expressing his own reactions rather than being part of a group debriefing. Other possibilities for individual reflection include:

> ***Journals.*** Each student should be encouraged to keep both a log and a journal throughout ACT, during the process leading up to the service-learning project and during the project. Journals often reveal insights, knowledge, and learning that could not be captured in standard tests. Logs can be kept to record names, dates, and notes, but students can use journals to document their observations, thoughts, and reactions about the project, the people they work with, and the results of their work. They can also record their attitudes, both positive and negative. And they can develop their writing and thinking skills, especially for this kind of writing, which is more expressive than the usual expository writing demanded on tests or research papers. Journals can include sketches, segments of dialogue, poetry, or any other kind of written expression.

Visual or audio presentations. Many students are either visual or kinesthetic learners. They are better at organizing and presenting their thoughts in active, visual ways. These students can record or videotape their activities, take photographs, or even use music to convey their attitudes, responses, and new knowledge.

3. Alternative Assessment

There are dozens of ways to assess students' performance besides the old, tried-and-true (but tired) multiple choice tests, true-false tests, and short answer questions. Different kinds of assessments may take more of your time but are much more interesting to grade. They are also fairer to students, who have a chance to show off a multitude of talents other than just memorizing. Think about these:

Journals. If students have the opportunity to write in their journals frequently, you will have some wonderful insights when they hand them in—not only about their new learning, but about the students themselves. Journals can be graded not only for content, but also for organization and good writing skills.

Logs and research results. If students are doing original research, they can be asked to hand in their notes or short reports about how the research is progressing. They can also hand in surveys and survey results, charts, and data they have collected and analyzed, summaries of books or articles they have read, tapes of personal interviews, or summaries of interviews. Make sure that you have a file folder on hand for each student so you can accumulate loose materials.

Multimedia presentations. Many students enjoy recording, photographing, or videotaping. A student might create a set of photographs depicting gangs, a dangerous waste dump, or other community problems. A group might interview some older citizens about the problems of aging and edit a videotape. Often, presentations of this kind can be more eloquent than a written essay.

Oral presentations. Among the ACT lesson plans in this book you will find some that call for one student to be a spokesperson for a group. You can grade students not only on what they have to say, but how well they say it. As small groups sit down to discuss questions, you can go from group to group and listen to what individuals are saying—this is another way to judge oral presentations. Can students express their viewpoints in a cogent way? Can they convince others that their viewpoints are valid?

Self-assessment. There is nothing wrong with asking students to assess their own performance, either verbal or written. This might be particularly useful after they have done some role playing. You can also ask groups to assess their performance and interaction. These kinds of assessments can be made in individual conferences, on paper, or in groups. (Many jobs today require employees to assess themselves and then compare their findings to the boss's assessment of them. This is good practice for the job market!)

Letters of performance evaluation. As they interact with the community, whether it is before or during their project, students can ask adults to write letters regarding their performance. An interviewee can be asked to fill out a simple form that indicates whether students were on time for the interview, whether they presented themselves well, whether their questions were relevant, whether they had enough background information to conduct the interview, and so forth. (Again, this is good practice for the job market.)

Task checkoff sheets. Once students have developed a plan for a project, or for any large undertaking like a town meeting or panel discussion, they can make up a list of tasks and dates by which tasks should be completed. Students can be judged according to how responsible they were. Did they carry out their assigned tasks? Did they complete the tasks competently and on time? Did they try to push their tasks onto someone else?

All of these and more (maps, drawings, publicity, letters, and so forth) are legitimate ways of assessing student performance, and they give you a much more well-rounded picture of each student and the group as a whole.

Chapter 6

Lesson Plans

This section includes a series of fourteen lessons; one introductory lesson and thirteen sample lesson plans that follow the ACT Framework as outlined in Chapter 3. The word "sample" is underlined because you can and should adapt these plans to meet your curricular needs. In order for the students to understand the process and to develop a project that meets the expectations of ACT, it is important that they address each segment of the framework. The method you use to take them through the framework—whether you use some or all of the lessons—is entirely up to you.

ACT is intended to be woven into your existing program in whatever way is most useful and appropriate given your curricular and time needs. Some ACT teachers will be teaching semester classes, others yearlong classes. ACT is not a course, but a process and methodology. Before you begin implementing ACT we suggest that you read through all of the lesson plans so that you can understand the thinking behind them. This will assist you in determining where in your curriculum to incorporate ACT, the types of activities you will conduct, and how much time, both in and out of class, you will need.

Remember, this is a learning experience for both you and your students, and that as you become more familiar and comfortable with the concepts and process of ACT you will be able to extend your use of ACT into more of your curriculum.

LESSON 1: INTRODUCTION TO ACT

OVERVIEW

This lesson introduces students to ACT and the *ACT Field Guide*.

First, students discuss working together to solve problems and the teacher briefly introduces ACT. Next, students read a story about students using the *ACT Field Guide*. Then they discuss the story in terms of the Framework. In pairs, students fill in a handout that requires them to search through the *Field Guide* and find information that the students in the story used or could have used. Finally, the teacher gives an overview of the ACT class.

The story in Handout 1.1 is a hypothetical situation of four urban students on summer vacation who apply what they learned and did in their ACT class to a neighborhood problem. The urban setting of the story is simply one way of illustrating the wide variety of resources that can be tapped in the process of community problem solving. Students should note that not all communities will have the same resources or the same amount of resources, but all communities will have some resources. Students should recognize that ACT projects are cooperative efforts and connected to their curriculum. It is also important for students to be aware that not all community problems will be solved by their efforts, but that their efforts will often become important steps in the larger and slower process of reaching real solutions to problems in their community.

FRAMEWORK CONNECTION

Introduction to ACT Framework

OBJECTIVES

Students will be able to:

1. Identify the different parts of the ACT Framework.
2. Become familiar with the design and contents of the *Field Guide*.
3. Find information in the *Field Guide*.

Materials and Preparation

Copies of Handout 1.1: "Marston Manor" and Handout 1.2: "*Field Guide* Search" for each student

Copies of the *ACT Field Guide* for each student

Chalkboard and chalk

Time Needed

One or two class periods

Procedures

A. Discussion

1. Ask students: Have you ever worked with others—friends, relatives, a school or church group—to solve a problem? Discuss what they did and how they did it.

2. Tell students they are about to embark on an exciting new project—Active Citizenship Today. In ACT, they will work together on solving a community problem that in some way connects to their classroom work. They will learn about their community and how to be active members in their community by being active in the community.

B. Reading and Discussion

1. Pass out Handout 1.1: "Marston Manor." This handout is a story of students using the *ACT Field Guide* on a project during the summer. Tell students to read the handout.

2. After they finish reading, conduct a discussion using the following questions:

   - Describe the community of the story.

   - What problem did the students identify in the story and why did they select it?

- What steps did the students take in trying to solve the problem?
- What community organizations or people were interested in or could do something about the problem? What was the city going to do about Marston Manor?
- What was the conflict of interest over Marston Manor?
- What options did the group have?
- What was the students' plan of action?
- Imagine that the council had decided to sell Marston or at the next meeting decides to sell Marston. Would Jenny, Harry, Charlie, and Karen have gained anything from their experience? (Get students to understand that all efforts do not prove successful, but that they will learn how their community works and they will acquire many useful skills by going out in the community.)

3. Distribute a *Field Guide* to each student. Explain that the *Field Guide* is the students' resource book to help them carry out their project. Direct students to review the Table of Contents. Point out that each chapter covers one of the five areas they just discussed. Briefly describe each of the five chapters and answer any questions students may have.

C. Paired Activity: Field Guide Search

1. Break students into pairs. Distribute and explain Handout 1.2: "*Field Guide* Search." Using this handout, they are to find and record two pieces of information from each chapter. For example, the first thing they will look for in Chapter 1 is a locator (see icons on pages 8-9) that describes a different way Harry could have found out about community history. On the back of the handout, students should write the answer to the query and indicate the page number they find it on.

2. Before they begin, have them look at "Features" on pages 8-9. This explains the various features, such as locators, in the book.

3. Give students about twenty minutes to complete Handout 1.2.

4. Discuss the answers. Focus on how they found the answers, how to use the book, and what they found interesting in the book.

D. Cognitive Reflection:

Select one or more of the following ideas for cognitive reflection activities with your students.

1. Review the steps the characters of the story took for their project and ask students to brainstorm ideas of how ACT might fit into the class plans.

2. "To leave the world a bit better, this is to have succeeded"—*Ralph Waldo Emerson*. Write a journal entry about what this quotation means to you.

3. Ask students to create a motivational poster describing the importance of working to improve their community. This can be done in small groups.

Alternative Lesson Approach

Instead of students reading the story, have a group perform a readers' theater. Turn the handout into a script by marking the names of each speaker in the margin and taking out all the "says so and so." Mark the narrative sections for at least two narrators. The group should practice before reading in front of the class.

Handout 1.1: Marston Manor

Introduction: Look for the steps that Jenny, Harry, Charlie, and Karen take to work on a community problem.

On a hot summer day in the city, three teenagers—Jenny, Charlie, and Karen—sit on a curb on the block where they live. Younger kids play stickball on the street, scattering when cars come along. The street is lined with two- and three-story apartment buildings. From where they sit, the teenagers can see city hall, the city's tallest building.

Charlie fans his face. "Let's go to the mall. It's air-conditioned."

"We've been there a million times."

"Let's go over to Harry's," says Jenny.

"Are you kidding? He spends all day watching old horror movies. I think he'd die if he saw sunshine."

"Good, let's drag him outside and see."

When the three arrive at Harry's, his mom lets them in. In the distance, a siren moans eerily. They slowly open Harry's bedroom door. The walls, ceiling, and furniture are painted black. The rug is black. The only color in the room comes from the hundreds of books that line the bookshelves. "Turn off the TV, Harry. We've come to take you on an adventure," says Jenny. "You're going to see something you've never seen before—the sun."

"Forget it," moans Harry. "It's too hot outside." Outside the sirens become louder. They wail past Harry's window and stop.

"Hey! The sirens stopped right here!" shouts Jenny. The four friends dash down the hall and run outside. Up the block, an ambulance and two police cars jam the street. People are standing around, squinting into the sun. Jenny asks a woman, "What happened?"

"It's awful. A car hit one of the kids playing in the street. He's hurt pretty bad."

Stunned, they return to Harry's room. Jenny breaks the silence. "Well, what do people expect when kids have to play in the street? This is going to happen again if we don't do something. What this neighborhood needs is a park!"

"Good idea." says Harry. "I'll just go get my bulldozer, knock down a few apartment houses, and..."

"What about the big vacant lot on the corner—the one filled with tall weeds and junk?" says Jenny.

"It's not vacant, says Karen. "It's got an old boarded-up house in the back—Marston Manor. It's creepy. It looks like something Harry would live in."

"We've got to do something," says Jenny.

"I've got it!" exclaims Charlie. "Let's try what we learned in our ACT classes."

Karen says, "Harry, didn't you ask Ms. Parker if you could borrow an *ACT Field Guide* for the summer?"

"It's right here on my nightstand." Harry grabs a copy of the *ACT Field Guide* and hands it to Karen.

She looks at it and laughs, "What do you do—read it every night before you go to bed? It's a reference book. You only have to read the parts that can help you."

Jenny takes the book from Karen and flips through the pages. "So where shall we start?" She looks up from the *Field Guide*. "Harry and

Charlie, you're ACT library experts. Why don't you find out what you can about Marston Manor?"

"Okay," exclaims Charlie. "Once again the dynamic duo will conquer the library."

"Karen and I will prowl around city hall and find out what the policy makers are doing," says Jenny. "We'll use the part of the *Field Guide* on searching government."

"You two have forgotten so much you'll probably have to look up 'policy' in the *Field Guide* to find out what it means," Harry snorts.

"No way. Just meet us here at six. We'll see who finds out more."

Harry and Charlie take a crowded bus to the downtown library. When they enter the library, Harry says to Charlie, "Okay. Let's do it. I'll look in the section on local history. You check the periodicals."

A little after six, Jenny and Karen return to Harry's house. When they come in, Harry practically leaps at them. "You're not going to believe what we found! Look at this newspaper article. Marston Manor was built by Colonel Ralph Marston—the world-famous architect, who came back here to retire. It has trap doors,secret passageways, a hidden staircase... I want to make my first movie there."

"Yeah, right," says Karen. "But listen... we talked to a Mr. Sanchez in the Parks Department who gave us the inside information. Marston willed the lot to the city. But the city is going to tear down the mansion, sell the land to a developer, and give the money to the Parks Department. The city council's holding a final hearing on this in four weeks."

"In four weeks? What's the rush? Why doesn't the city just fix up the mansion and make Marston a park? It's so obvious."

"Mr. Sanchez said the other city parks need the money. Because of the city's budget crunch, he thinks this is the best thing to do."

"Well, maybe he's right, but we need to find out what other people think," says Jenny, thumbing through the *Field Guide*. "Let's do a 'Business Search' and a 'Nonprofit Search' and get some different views."

The next morning Jenny and Karen hit the pavement. Their first stop is the biggest business in the neighborhood, a software manufacturer—Mike's Tronics. The owner, Dr. Sam Michaels, listens to the girls while he fiddles with a keyboard and peers into a computer screen. When they finish, he looks up and says, "Well, I'm sure kids don't have a park to play in around here. My employees complain that there's no place nice to sit outside at lunch time. I think a park is a terrific idea. Let me know what I can do to help." They tell him about the hearing, thank him, and keep walking the neighborhood.

They talk with owners of all kinds of businesses—small shops, restaurants, and stores. Some don't have time to talk. But most do and say they support the idea of a park at Marston. By the end of the day, Jenny and Karen are exhausted.

Harry and Charlie try a different approach, mainly so Harry can avoid the heat. That morning, Harry grabs a phone book, looks in the Yellow Pages, and starts calling nonprofit organizations. He also calls his ACT teacher, Ms. Parker, and tells her what they are doing. She congratulates them on their efforts and suggests they call the historical society as well as other nonprofit groups. By midmorning, Harry has made appointments with two nonprofits. "Well, I guess there's no avoiding it now. Let's go outside." They take a notebook and head downtown.

Their first stop is the historical society, located in an old Victorian building. They show a young woman a newspaper article on

Marston. "You're right. Marston should be preserved. We didn't realize things had progressed so far," she says. "I'll talk with our board about what we'll do to stop the sale."

Next on their list is Clean and Green. They talk with the director who coordinates clean ups and plantings. The director says, "Selling Marston would be a mistake. The city needs more parks, especially in that neighborhood. I'll help you in your efforts to make Marston a park."

That night, the four sit around Harry's room talking excitedly about what they've found out. Finally, Karen asks, "Okay, what can we do?"

"That's simple. People want a park. Let's clear the lot and let the kids play there."

"It's not that simple. If we just clean it up, the city will still sell it. Then all our work will be lost. We have to go to the hearing and get the city to stop the sale."

"The city council isn't going to change its mind just because we show up. The representatives are elected by voters. We need to show them that a lot of people oppose selling Marston," says Jenny.

"We've already got some support."

"We need more. Take a look at the *Field Guide*. Here's an example of how a project can get support from many different community organizations. Let's make a plan."

They look through the *Field Guide* and start brainstorming ideas.

"Let's do a petition drive."

"We could write letters to the city council."

"Not just us. We can start a letter-writing campaign."

"We'll need people at the hearing to speak against selling Marston. When people sign the petition, we can tell them about the hearing."

They list many things to do. Jenny asks, "Okay, who's going to do what job?"

"Who cares?" says Charlie. "It will all get done."

Karen laughs. "You sound like that quote from the *Field Guide*. You know, the one where Everybody thinks Somebody will do the job but Nobody does it."

Charlie sighs, "Let's make a task list. But we've got to get moving. The hearing is in four weeks."

They chart out tasks for everyone.

During the next four weeks:

Charlie and Harry get permission to set up a table in front of a supermarket. They gather more than 300 signatures. They even get 60 people to write letters to the council.

Jenny gives speeches to meetings of the Chamber of Commerce, the board of directors of Clean and Green, and the historical society.

They all write letters to the editor of the local papers. Karen's is published.

Karen sends a press release to all the newspapers in town. One reporter calls back and interviews her. A few days before the hearing, the paper publishes a story on the growing opposition to the sale of Marston Manor.

Charlie makes several trips to city hall and manages to talk with the assistants to all the council persons.

They call everyone who has signed their petition to remind them of the public hearing.

On the night of the hearing, Harry, Jenny, Karen, and Charlie arrive at the council chambers early. The room is empty. Charlie paces the floor. "What if nobody shows up." Then one person comes. Then another. Gradually people fill up the room. Some even carry signs: "Save Marston Manor" and "We need a park!"

The head of the council brings the meeting to order and invites city residents to speak

on the issue. A few people speak in favor of selling Marston. But person after person speaks against it—neighborhood people, business people, members of the historical society, representatives from Clean and Green, Dr. Michaels, and the mother of the injured child. Finally, Jenny speaks. She tells why the neighborhood needs a park and presents the petition to the council. Her speech draws the loudest cheers of anyone's. Then the council takes its vote—it's 4-1 to postpone the sale. The head of the council announces, "The Parks Department will conduct a study and the matter will be reconsidered in two months."

The day after the hearing, they meet at Harry's. Lying on his bed, Harry says, "I can't believe it's over."

Jenny rolls her eyes. "It's not over. The council just postponed the sale. We still don't have a park. The council could even decide to sell Marston."

Charlie nods. "Yeah, we know. But we've got a lot of support. I think we will get the park."

"Not if we don't keep at it," says Jenny. "Let's make plans for tomorrow."

"Fine," says Harry, putting a video on. "Right after we watch this great horror film."

For Discussion

1. What was the community problem described in "Marston Manor"?

2. What steps did Jenny, Harry, Charlie, and Karen take to solve this problem?

3. Imagine that the council had decided to sell Marston or at the next meeting decides to sell Marston. Would Jenny, Harry, Charlie, and Karen have gained anything from their experience? Explain.

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Handout 1.2: Field Guide Search

The *ACT Field Guide* can help you in all stages of a project. This activity will help you get acquainted with it.

Find and record two pieces of information from each chapter in the *Field Guide*. The information you are to find is listed below in the "Find . . ." column. The first column tells you what chapter to look in. The second column tells you what kind of feature the information is in. Refer to "Features" on pages 8-9 of the *Field Guide*, which explains the various features such as locators.

On a separate sheet, number and write your answers (include the page number where you find the information).

Chapter	Icon	Find...
1	Locator	(1) a different way Harry and Charlie could have found out about their community's history.
1	Locator	(2) the book of statistics that you think would best help the group find out more about the community.
2	Ally	(3) a person who could have helped Harry and Charlie in the library.
2	Profile	(4) the name of a young person who started his project by going to the library and what he accomplished.
3	Gauge	(5) four questions that Jenny and Karen could ask government officials.
3	Universal Translator	(6) the meaning of the word "policy."
4	Example	(7) the four types of organizations the sample pro ject calls on to get help.
4	Rule of Thumb	(8) the minimum number of letters that the group's letter-writing campaign should have.
5	Quote	(9) the names of the four "bodys" who didn't chart out their tasks.
5	Tip	(10) three tips that could help group members evaluate the project while they're doing it.

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Lesson 2: Drawing Your Community

Overview

In this lesson, students begin defining the community and exploring their initial impressions of it.

First, students brainstorm the elements of every community. Then working in small groups, students express their impressions of their community by doing a collective drawing. Finally, they discuss their impressions with the class.

Framework Connection

Defining and Assessing Your Community

Objectives

Students will be able to:

1. Identify elements common to all communities.
2. Cooperate with other group members in making a collective drawing.
3. Express their initial perceptions of the community.

Materials and Preparation

Chart paper, markers, chalkboard, and chalk

Recommended: Assign students to read "Drawing Your Community," pages 18-19 in the *ACT Field Guide* before the lesson. (Teachers should review this material as well.)

Time Needed

One to two class periods

PROCEDURE

A. BRAINSTORM ACTIVITY AND DISCUSSION

1. Write the word "community" on the board. Ask students to brainstorm what makes up a community (the people, culture, schools, jobs, shops, recreation, and so on). List their responses on the board.

2. Explain to students that in ACT they will be doing a project on a community problem. Hold a brief discussion on what they think their community is. Is it the school? Their neighborhood? The whole city or county? Opinions will differ.

B. SMALL-GROUP ACTIVITY: DRAWING THE COMMUNITY

1. Divide class into groups of four or five students and distribute chart paper and drawing supplies to each group.

2. Tell each group to decide what their community is and to draw their impressions of it. Let students in their groups decide what kind of drawing they will make. But make sure they:

   - include in their drawings the things they see, hear, and feel about their community.
   - include the different community elements that they brainstormed.
   - decide whether to make one drawing that includes everyone's perceptions or make separate drawings by dividing the paper into sections.

3. After your students finish, have them hang their drawings on the wall and allow time for each group to briefly explain its drawing to the class.

4. As homework, ask students to observe their surroundings on their way home and write them down. Have them look for:

   - things included in their drawings.
   - things that should be added to their drawings.

C. Large-Group Discussion

Begin the class the following day by leading a guided discussion about the following questions:

- What things in your drawings did you see on your way home?
- What would you add to your drawing?
- Did you change your mind about any of your impressions?
- What stood out? Did anything surprise you?

D. Cognitive Reflection

Select one or more of the following ideas for cognitive reflection activities with your students.

1. What surprised you most about the impressions of your classmates and why? Have students discuss this in a journal entry.
2. Why do you think people have different impressions of the same thing? Have students share their thoughts in a group discussion.
3. Write a poem about how you see your community.
4. What things would you leave in a time capsule that best describes your impressions of your community? Bring these, or symbols of these, to your class and create a time capsule.

Lesson 3: Community Search

Overview

In this lesson, students start to explore their community in an objective manner. They take part in a systematic observation of community resources and problems and compile what they find into a community profile.

First, in small groups, students go out into different sections of the community. Each group finds out information about businesses, housing, nonprofits, problems, and people in their area. Following the community search, students compile their data and report back to the class.

Framework Connection

Defining and Assessing Your Community

Objectives

Students will be able to:

1. Conduct a systematic observation of community resources and problems.
2. Compare students' initial perceptions about their community with their firsthand observations.
3. Organize and use collected information.

Materials and Preparation

Select a geographical area that students can explore as the "community laboratory" in their community search

For each group, a map of the area where students will conduct their search

Chart paper and writing materials

Copies of the *ACT Field Guide* for each student

Assign students to read "Sixty-Minute Search" on pages 20-21 of the *ACT Field Guide*. (Teachers should review this material as well.)

Arrange for outside resource people (parent, community organizer, PTA, homeowners' representative, businessperson, elected official, older citizen, etc.) to be tour guides for the community search and/or profile activity.

Time Needed

Two class periods

Procedures

A. Introduction

1. Discuss the quote on page 20 of the *Field Guide* about the five blind men and the elephant. Explain to your students that they have described their community based on their own attitudes and feelings. These only tell part of the story about their community. Inform students that they will now start to gather objective facts about the community.

2. Tell students that they will be going on a community search to gather data about what kinds of people, businesses, problems, and services are in the community. They will look into the following questions:

   - What business are in the community? Who patronizes them? Who owns them?
   - Who lives there? Where do they live?
   - What does the community look like? (streets, graffiti, litter, condition of housing)
   - What services are in the community? (clinics, child care, welfare)
   - What problems does the community face?

B. Small-Group Activity: Community Search

1. Divide students into small groups. Tell them to read "Sixty-Minute Search" on pages 20-21 of the *Field Guide*. Make sure they understand their assignment. In their assigned areas, they are to:

   - take notes about the people and activity;
   - note any problems;
   - count the number of businesses, nonprofits, government agencies, local newspapers, and housing units; and
   - make a profile of two organizations they find.

2. Set a time limit, give students a map of their area, and have them conduct the community search with outside resource persons serving as their tour guides (if possible).

3. After students have completed the search, tell groups to compile their findings on chart paper to display in the classroom and to make neat profiles on notebook paper. Allow students to work in groups until charts and profiles are completed. Ask a representative from each group to report their group's findings. File the profiles for future reference.

4. Debrief with the following questions:

   - What are the best things you discovered about your community?
   - If you had the power to do so, what would you change?
   - Have any of your initial impressions about your community changed?
   - What new questions do you have?

C. Cognitive Reflection

Ask students to make a journal entry on what they learned about their community from the search, profile, and discussion. Tell them to focus on the debriefing questions (above). They are on page 21 of the *Field Guide*.

Lesson 4: Read All About It!

Overview

In this lesson, students use the local newspaper as a source of information about community problems. Students examine how their local newspaper covers these problems.

First, the teacher describes the function of different sections of a paper and types of newspaper articles. Then students work in small groups cutting out, classifying, and tallying articles on community problems. Next, students discuss what they found and compare the local newspaper's selection of community problems against their own observations. Finally, a community resource guest discusses the newspaper's coverage of community problems.

Framework Connection

Defining and Assessing Your Community

Objectives

Students will be able to:

1. Determine which local problems the newspaper considers important.
2. Compare the newspaper's view with their own observations.
3. Use newspapers to obtain current information and opinions about community issues and problems.

Materials and Preparation

Copies of Handout 4.1: "Newspaper Article Record" and Handout 4.2: "Tally Sheet" for each student

Copies of the *ACT Field* Guide for each student

One copy of a recent local newspaper per group—different papers or different issues of the same paper (You might ask students to bring copies from home.)

At least one pair of scissors for each group

Invite a reporter, communications/journalism professor, or the teacher in charge of your school newspaper as a community resource guest to discuss community problems and how well the local newspaper covers these problems

TIME NEEDED

Two class periods

PROCEDURES

A. INTRODUCTION

1. Remind students that they have found problems in their community from firsthand observations. Explain that students will begin to weigh these observations against those of a local newspaper. The students will be looking at whether the newspaper is covering the same issues they think are important.

2. Briefly describe the differences between a feature, news story, editorial, photograph and caption, cartoon, and book or movie review. Then briefly describe the different sections of the newspaper (front section, editorial, etc.) and the significance of each.

B. SMALL-GROUP ACTIVITY: NEWSPAPER SCAVENGER HUNT

1. Divide the students into groups of three or four. Distribute Handout 4.1: "Newspaper Article Record." Explain to the students that they will be cutting out articles that address any community problem. Tell students to use the handout to tabulate the problems mentioned in the newspaper, the type of article each problem appeared in, and where the story was located.

2. Ten minutes before the completion of the activity, ask students to categorize the articles according to problem area. Tell students to use the "List of Problem Areas" on pages 45-46 of the *ACT Field Guide*, which lists twelve problem areas: education, crime, social problems, economy, health and safety, urban decay, recreation, group conflict, environment, legal and political issues, and other. Distribute Handout 4.2: "Tally Sheet." Instruct students to use the tally sheet on this handout to tabulate the total number of articles written about each problem, the types of articles written, and where in that paper they were found.

3. Ask representatives from each group to report their findings. Record the information on the board according to the categories on the tally sheet.

4. When the reports are completed, refer to the problems found by the students through their observations while discussing the following questions:

   - What were the three problems the newspaper covered the most?
   - What kinds of articles were written about these problems?
   - In what section of the paper did you find these articles?
   - Which problems did you observe that were not included in the newspapers?
   - Which problems did the newspaper include that you didn't observe?

C. Discussion with Community Resource Guest

1. Introduce the community resource guest.

2. Ask the community resource guest to participate in a class discussion about the role of the media in a community with the following questions:

   - What do you believe are the most serious problems in the community?
   - How well does the newspaper cover these problems?
   - Why are some issues covered and others not?

D. Cognitive Reflection

Select one or more of the following ideas for cognitive relection activities with your students.

1. Write a news article that summarizes the results of your newspaper search. Try to get the local newspaper or school newspaper to print it.

2. Write an editorial or draw a political cartoon that reflects your views about how issues are covered by your newspaper. Again, try to have this printed.

3. Do you think your newspaper fairly and accurately represents the problems and concerns of your community? Have students share their thoughts in a group discussion.

4. If you were editor of your newspaper, what criteria would you use to decide which issues and stories to cover? Have students focus on this question in a journal entry.

Follow-Up Ideas

1. As homework, ask students to watch one local television news program or listen to a radio broadcast. Have them compare the problems covered in the newspaper with those mentioned on the television or radio program.

2. Have students use the suggestions in "Evaluating Your Newspaper" and "Evaluating TV Newscasts" in "Media Search" on page 82 of the *ACT Field Guide*.

3. Assign a group of students to be your "media watchdogs" during ACT. They should follow a community problem in the local media. They can read, cut, and copy newspaper articles and tape television or radio newscasts. Students should summarize the information and cull any data or related information that would be useful to the group.

HANDOUT 4.1: NEWSPAPER ARTICLE RECORD

Community Problem: feature, news, editorial, photo and caption, cartoon, book or movie review, etc.	Type of Article: front section, editorial/opinion, etc.	Section:
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

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HANDOUT 4.2: TALLY SHEET

Problem/Issue #___: Types of Articles: Sections of Paper: Total Articles:	**Problem/Issue #___:** Types of Articles: Sections of Paper: Total Articles:
Problem/Issue #___: Types of Articles: Sections of Paper: Total Articles:	**Problem/Issue #___:** Types of Articles: Sections of Paper: Total Articles:

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Lesson 5: What Does the Person on the Street Think?

Overview

In this multi-day lesson, students learn about opinion surveying—another tool for finding out about community problems. The class creates and conducts a survey to find out what community members think about community problems.

First, working in small groups, students design and critique questions for a survey. The whole class selects the best questions and test the survey at home on their parents. The following day, students refine their survey. Then in small groups, they decide how each group will conduct the survey. The teacher then allows a few days for students to conduct the survey. Finally, students tabulate, compile, and discuss the survey results.

Framework Connection

Defining and Assessing Your Community

Objectives

Students will be able to:

1. Develop relevant and productive survey questions.
2. Design and conduct an effective survey.
3. Obtain information from fellow citizens by asking appropriate questions.
4. Identify community needs from survey results.
5. Organize and use collected information.

Materials and Preparation

Copies of the *ACT Field Guide* for each student

Chalk and chalkboard

Assign students to read "Opinion Polls and Surveying" on pages 32-39 of the *ACT Fidd Guide* before the lesson. (Teachers should also review this material.)

Invite someone from your math department or a pollster from the local media to help students with aspects of surveying.

Time Needed

Two class periods to prepare the survey, one week to conduct it, and one class period to compile and discuss results.

Procedures

A. Introduction

1. Explain the use of surveying as another way students can gather information about their community. Ask if any students have been surveyed. If so, ask them:

   - What was the purpose of the survey?
   - Were the questions easy to understand?
   - How was the survey conducted?
   - Were they comfortable taking the survey?
   - Explain that these are just a few of the questions they will consider when making their own surveys.

2. Ask students to turn to "Creating a Survey" and "Some Examples of Closed-Choice Questions" on pages 34-35 in the *ACT Fidd Guide*. Review the pages in class. Point out that students will want to create a survey that incorporates these guidelines.

B. Small-Group Activity: Designing a Survey

1. Divide the class into small groups. Tell students that they will design a survey with eight to twelve questions. The goal of the survey should be to find out the public's opinion on the following:

- The three most serious problems in the community
- The one most serious of those problems
- The causes of that problem
- Solutions to that problem
- The effectiveness of the responses by local institutions (government, business, nonprofit organizations)
- Demographic data about the people responding to the survey

2. When the assignment is completed, collect the surveys and pass them out to different groups. Using "Test Your Survey" on page 35, have students identify the survey's strengths and weaknesses and select its three best questions.

3. Divide the board into six sections (for each of the survey areas). Have one representative from each group report on the survey's general strengths and weaknesses and write its top three questions on the board in the proper section.

4. Discuss the questions in each area and choose the best questions for the survey. If any area does not have adequate questions, create them during the discussion. (The final survey should have no more than ten questions.)

5. As a homework assignment, have students copy the final survey questions and test them on their parents. Have students time how long the survey takes. The next day refine the survey. (Perhaps one student can format the final version for the class.)

6. Now that the survey is complete, discuss sampling. Tell students they obviously cannot survey everyone in the community. Review "Selecting the Sample" on page 36. Discuss with the students how and where they can conduct their survey so they can get a representative sample of the community.

C. Outside Activity: Conducting the Survey

1. Divide the students into small groups. Go over "Conducting the Survey" on page 36. Tell the groups that each student is expected to complete at least five surveys. Let the groups meet to decide on their strategy.

2. Establish guidelines for conducting surveys. Here are some considerations:

   - Discuss personal safety issues.
   - Make sure the groups will survey different audiences (other students, staff, businesspeople, parents, and so on).
   - Help arrange for some students to conduct surveys in a public place (such as a shopping mall or grocery store).

3. Model conducting a survey. Have one student come up in front of the class and give you or another student the survey.

4. Give students about a week to conduct their surveys.

D. Compiling Results

1. Break students into their groups and have them tally their survey results on a blank survey form as raw scores (the actual number of responses in each category). Your class may choose to compile raw survey results and then change to percentages. Most pollsters use percentage scores to show responses as a ratio. To show the results of open-ended questions, include responses that were repeated often and responses from different viewpoints.

2. Assign a committee to tabulate the final results and present them to the class. Students may want to compute results in percentages, make charts or graphs as illustrated in the *Field Guide*, or simply list concerns, causes, and possible solutions that came from the surveys.

3. Discuss the results as a class using the following questions:

   - How do the results compare with student observations?
   - How can you account for the differences?
   - What other methods could you use to find out about community problems?

E. Debrief

Ask students to discuss their surveying experiences using the following questions:

- What problems does any survey have to overcome?
- How might surveying be useful for a community project?
- What effect do you think opinion polls have on decision makers?

F. Cognitive Reflection

Select one or more of the following ideas for cognitive reflection activities with your students.

1. Write a skit that describes the funniest, most embarrassing, or most extraordinary thing that happened while you conducted your survey. These skits should be written in small groups.

2. What effect do you think opinion polls have on decision makers? Have students share their thoughts in a group discussion.

3. Do people think thay they have a voice in how problems are solved in their community? Have the students write on this subject in a journal entry.

Lesson 6: What's Your Problem?

Overview

This lesson is one way to decide which problem you and your students identify and will address during ACT. It's a good idea to focus on one problem, because it allows students to conduct more focused and in-depth research. This problem will be refined during the process of ACT as students select and develop an appropriate project.

First, in a forced-choice activity, the teacher presents students with six broad problems, and students group themselves according to the problem they believe is most serious. They present three arguments supporting their position. Then in groups students chart the problems' causes and effects. Next they take a vote on which problems they want to work on and whether to work on one of its causes, effects, or subproblems. The process is repeated until a refined problem selection is made.

Framework Connection

Choosing and Researching a Problem

Objectives

Students will be able to:

1. Identify problems currently facing their community.
2. Rank and select problems on the basis of importance to them as individuals and as a group.
3. Identify causes and effects of problems.
4. Select one problem.
5. Further refine the problem.
6. Understand the interconnectedness of problems.

Materials and Preparation

Chalkboard and chalk

Chart paper and markers

Copies of the *ACT Field Guide* for each student

Teachers and students read "Narrowing Down the Problem" on pages 48-49 of the *ACT Field Guide*

Time Needed

Two class periods

Procedures

A. Forced-Choice Activity

1. Write six broad problems on the board —"education," "crime," "economy," "recreation," "environment," and "other social problems." Tell students that today they are going to decide which of these problems to focus on in their ACT class.

2. Ask students to move to different parts of the room depending on which problem they think is the most important. For example, "How many think crime is the most crucial problem facing the community? Okay, go over to that part of the room."

3. Once the class is in six groups, tell each group to develop three arguments supporting why its problem is the most crucial. Distribute chart paper and markers and have students write down these arguments. Tell each group to prepare a class presentation. Give students about ten minutes to prepare.

4. When each group presents, have it hang up its chart paper. Leave all the charts on the wall so students can compare them.

5. Have students take a second vote on which problem is the most crucial. Have them move again to different parts of the room depending on the problem they have selected. (It is all right if a problem area is eliminated or some groups get rather large.)

B. Expanding Understanding: Charting Causes and Effects

1. Conduct a brief class discussion of the meaning of cause and effect, providing a definition and some definitions. (For example, some of the possible causes of crime are drugs, alcohol, and mental illness and possible effects of crime are injury, death, and increased insurance rates.)

2. Explain that this time you want students to create a chart showing the causes and effects of their problem. Tell them to look at the example of such a chart (on the problem of crime) on page 49 of the *ACT Field Guide*. Distribute chart paper and markers. Instruct them to write the name of the problem in the middle of a sheet of chart paper. Have them brainstorm the causes of this problem on one side, the effects on another side. Give them about twenty minutes to complete this task.

3. Have each group present its charts. Hang up each chart and, after all the presentations, give students time to go up and look at the charts.

C. Selecting a Problem

1. Regroup the class and explain that it is now time to select the problem. Take a vote on which problem they want to work on.

2. When they decide, write this problem on the board and review its causes and effects. Ask for any additional causes and effects from the class as a whole.

3. Students now need to refine the selection to a workable aspect of the problem. The selection at this point should be narrowed to a cause, effect, or smaller piece of the problem (subproblem). Have students brainstorm a list of subproblems to add to the list of causes and effects has already been generated.

4. Repeat the forced-choice activity of step one for these subproblems; identify causes and effects for each subproblem.

5. Have students vote on which subproblem is most important. This vote determines the final problem selection.

D. Cognitive Reflection

Select one or more of the following ideas for cognitive reflection activities with your students.

1. During the forced-choice activity, which of the arguments you heard were the most convincing and why? Have students discuss this in a group discussion.

2. Is it more important to address a cause or effect of a problem? Defend your position. This can be either a group discussion or a journal entry.

3. Ask your parents, teachers, or neighbors which problem they think is the most important to work on and why.

Follow-Up Suggestions

Your students should start researching the problem using the techniques spelled out in Chapter 2 of the *ACT Field Guide*.

Lesson 7: Directly from the Source—A Panel Discussion

Overview

In this lesson, students organize a panel discussion to find out more about all aspects of the problem they're addressing. Students invite community resource guests to discuss this problem and what is being done about it.

First, the teacher assigns small groups to invite different guests. Then students in small groups prepare and critique questions for the panelists. Finally, students hold a panel discussion.

Framework Connection

Choosing and Researching a Problem

Objectives

Students will be able to:

1. Develop productive and relevant questions.
2. Ask questions in a panel discussion.
3. Identify and acquire information from public and private sources such as government agencies and community groups.
4. Use appropriate channels and procedures to obtain needed information.
5. Take various roles in a group.

Materials and Preparation

Chalkboard and chalk

Copies of the *ACT Fidd Guide* for each student

Copies of Handout 7.1: "Types of Questions" for each student

Local telephone directories for each group

Local business directories, local government directories, and community agency directories

Time Needed

Two class periods for preparation, one class period for panel discussion and debriefing, plus student time for scheduling panelists

Procedures

A. Group Assignments

1. Divide students into six groups. Tell students that each group will invite a community resource guest to participate in a panel discussion in the class. Assign two groups to invite a person from government, two groups a business person, and two groups a person from a nonprofit. Tell the groups the date to invite their expert.

2. Give each group time to discuss who they will invite. Provide access to telephone directories and other information the class has collected about community resources.

3. Direct students to various sections in the *ACT Fidd Guide.* Pages 74-86 in Chapter 3 contains many ideas for locating panelists from government, business, and nonprofits. "List and Definition of Tasks" on page 87 briefly describes the various roles for group members. "Holding a Panel Discussion" on pages 87-88 gives tips, and "Resource Visitor Checklist" on page 88 provides a step-by-step checklist of the tasks for the group.

4. Have group members choose roles (except moderator) from those described in "List and Definition of Tasks." Give students a deadline for getting a community resource guest.

5. Regroup the class and model how to telephone a resource expert. Select a student to role-play telephoning you, a resource expert.

B. Preparation of Questions for Panels

1. Tell students they are going to prepare questions to ask panelists. They will want to find out more information about these four areas:

- The history of the problem in your community
- The causes of the problems
- The effects and seriousness of the problem they are studying
- The people, groups, and institutions who are working on the problem and what they are doing

2. Divide students into four groups. Assign each group one of the four areas above. Tell them to brainstorm questions to get more information about their area. Instruct students to think of their surveys, observations, and reading as they brainstorm their questions. Each group's recorder should write down the questions.

3. After a few minutes, have them stop and pass out Handout 7.1: "Types of Questions." Briefly explain that questions call for different information. Some ask for facts and others require greater elaboration and thinking. While factual questions are necessary, not all questions should simply ask for facts. Have students return to their groups and evaluate the questions they have written.

4. Then have students select their best questions and revise others or create new, better ones. Tell them to put their questions in some order. Explain they may still do this in their groups but each group member must write down the questions. The final list should include between three and five questions.

5. Regroup the class and tell students to pick a partner not in their group and to ask each other their questions and critique them.

6. Debrief with the following questions:

   - What are some good examples of questions that require thinking and elaboration?
   - Do you need to ask questions about facts? (Yes, because you need some knowledge base.)
   - Why should you have different types of questions?
   - Are there any questions that evoked feelings instead of information? (Let students see that these questions can be valuable.)

C. The Panel Discussion

1. On the appropriate date, conduct the panel discussion with the community resource guests. Tell students to take notes.

2. Debrief the panel discussion by asking what students learned about the four areas and asking which questions elicited the best responses.

D. Cognitive Reflection

Select one or more of the following ideas for cognitive reflection activities with your students.

1. Which questions were most provocative and why? Have students put their thoughts in a journal entry.

2. Did any panelist dominate the discussion? If you have another panel discussion, how might you address this problem in a different way? This is a topic for group discussion.

Alternative Lesson Approach

Before the actual panel discussion, hold a mock panel discussion for practice. Select one student to moderate the mock panel. (This student should also moderate the real panel discussions.) Choose one student from each group to role-play the panelist invited by the group. Have the mock panel sit in a row in front of the class. Let the students introducing the real panelists introduce the students playing the role. Conduct the role-play, stopping at interludes to critique it. Critique the role-play with the students and work on any areas of questioning that need improvement.

Handout 7.1: Types of Questions

To get the most information out of experts.

Ask different types of questions. Check your questions to make sure you have different types.

Below is a listing of different types of questions along with examples of each.

Your questions might ask for:

Facts. Example: How many cases of domestic violence were reported in our community last year?

Examples. Example: What is a typical case of domestic violence?

Explanations. Example: What are the main causes of domestic violence?

Comparisons. Example: How has the rate of domestic assault changed during the last twenty years?

New ideas. Example: What projects could students work on to address the problem of domestic violence?

Solutions. Example: If you had the power, what would you do about the problem of domestic violence?

Predictions. Example: What do you think will happen to the rate of domestic violence if the problem is not addressed?

Evaluations and rankings. Example: Which proposed policy best addresses the problem of domestic violence? Why?

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Lesson 8: What Is Public Policy?

Overview

This lesson introduces students to public policy. The study of public policy is one of ACT's key elements. If students are to understand how citizens can work to change their communities, they must understand public policy—government's attempts to solve social problems. This lesson will help students understand public policy and identify policy-making institutions.

First, the teacher defines public policy and students generate ideas for policies for three example problems. Then students brainstorm policies and categorize them according to who makes them. Finally, students search through newspapers and find examples of public policies.

Framework Connection

Examining Policy

Objectives

Students will be able to:

1. Define public policy.
2. Give examples of different kinds of public policies.
3. Categorize public policies according to who makes them.

Materials and Preparation

Chalkboard and chalk

Copies of the *ACT Field Guide* for each student

Several newspapers and newsmagazines for each group

Time Needed

One or two class periods

PROCEDURES

A. INTRODUCTION

1. Write this definition of public policy on the board: "Public policy is a plan of action designed by a governmental agency to solve a social problem or achieve a social goal." Explain that every act of government involves the development or implementation of a policy.

2. Use the following three example problems to help students understand policy. Write each problem and goal on the board and have students think of policies for each. Make sure students answer with public policies (of government) and not private policies (of individuals, businesses, nonprofits).

   a. **Problem:** Many people are being killed or injured by drunk drivers.
      Goal: To lower the number of people killed or injured by drunk drivers.
      Policy: (State legislature increases sentence for people convicted of drunk driving.)

   b. **Problem:** Increasing numbers of young people are joining gangs.
      Goal: To decrease gang membership.
      Policy: (A city parks department develops a wide-ranging recreational program in neighborhoods with a lot of gang activity.)

   c. **Problem:** The river in a community is polluted by trash dumped in it.
      Goal: To clean up the river.
      Policy: (The city council passes a strict ordinance that fines people who dump trash in the river.)

B. BRAINSTORM ACTIVITY

1. Ask students to brainstorm policies dealing with different problems. If they can't think of problems, tell them to look on pages 44-46 in the *ACT Field Guide*, which lists general problem areas and brainstorming tips. Brainstorm for about ten minutes. Write the policies on the board.

2. After the brainstorm, review each policy and categorize it according to who makes it—the legislative, executive, or judicial branch.

C. Small-Group Activity: Newspaper Search for Policies

1. Break students into small groups. Distribute newspapers and news magazines. Ask students to find examples of public policy. They should write down:

   - the problem;
   - the goal;
   - the policy;
   - the category of policy maker—legislative, executive, or judicial branch; and
   - the level of government or agency implementing the policy—federal, state, county, or city.

2. Regroup the students. Write the categories "legislative, executive, and judicial" on the board and have each group write the policies it found in the proper category.

3. Review the policies on the board. Ask students to describe the policies they have identified in terms of:

   - the goals the policies are attempting to achieve, and
   - the level of government or agency implementing them.

4. Discuss why public policy is important. (It determines what will be done about society's problems.)

D. Cognitive Reflection

Select one or more of the following ideas for cognitive reflection activities with your students.

1. Why is public policy important in looking at community problem solving? Students should include their thoughts as a journal entry.

2. Think back to the lesson "Read All About It." What role does the media play in shaping public policy? What role should the media play in shaping public policy? This can be another journal entry.

3. Think back to the lesson on surveying. What role should the individual have in shaping public policy? Have students share their opinions in a group discussion.

4. Prepare a skit for elementary school students that defines and gives examples of public policy.

Lesson 9: Policy Making

Overview

This lesson gives students an opportunity to find out what government and various community groups are doing to solve the problem they are studying.

First, the teacher assigns students to one of four search groups—government, business, media, and nonprofits. For one week, students search to find what is being done about a problem. Then students report back their findings.

Framework Connection

Examining Policy

Objectives

Students will be able to:

1. Discuss what is being done about a problem by particular policy makers.
2. Identify who is engaged in working on a problem or interested in it.

Materials and Preparation

Copies of the *ACT Field Guide* for each student

Time Needed

Three class periods for discussion and presentation; one week for students to conduct research

Procedures

A. Group Work

1. Divide the class into four groups. Assign each group to investigate one particular sector of the community to see what policies are in place or proposed to help solve the problem they are studying. The four sectors are: (1) government;

(2) business; (3) media; and (4) nonprofit organizations. These four are discussed in Chapter 3 of the *ACT Field Guide*.

2. Have each group read the appropriate section of Chapter 3. Explain to students that each group will be responsible for conducting a "player search" of their sector as outlined in the *ACT Field Guide*. Point out that each group will find answers to the Three Basic Question for All Players on page 69:

   - What is being done about the problem?
   - What proposals are there for taking care of the problem?
   - Who is working on the problem or is interested in it?

3. Tell students that each group will report its findings to the entire class in about one week and that they will have to conduct their searches after school or on weekends. Also explain that each presentation should answer the Three Basic Questions. The reports can take a variety of formats—straight reporting, skits, and role-plays.

4. Give your students the remainder of the class period to begin planning a strategy for their searches, using the tips and suggestions in Chapter 3. Move among groups, giving guidance and encouragement.

B. Presentations and Discussion

1. Have each group present its findings. After each presentation, let students question the presenters.

2. After all the presentations, ask students to make a list of all the policies currently in place or being proposed that deal with their problem area and to list the governmental agency responsible for each one. Write this list on the board.

3. Conclude by asking students how this information might help them in creating a solution for their problem. Use the following questions as a guide:

   - How might these policies affect a service project? Do any limit what you can do? Do any give opportunities for action?
   - What players did you identify during your searches? Do they have

connections with each other? Did you notice any coalitions among organizations? What role do coalitions play in making policy?

- Did you identify potential allies? Are there individuals or organizations who might oppose your efforts to help solve the problem?
- In what ways, if any, has the policy information altered your approach to the selected problem?

D. Cognitive Reflection

Select one or more of the following ideas for cognitive reflection activities with your students.

1. Interview a local community historian about how policy making has changed over time in your community.
2. Write an advice column for your local newspaper suggesting ways for groups in your community to work together. Make your suggestions practical.
3. What surprised you the most during your policy search? What worried you the most? What did you learn that you didn't know before? Have the students write a journal entry or discuss their findings in a group discussion.

Follow-Up Suggestions

1. Assign students to attend a local government meeting—such as the city council or school board—and write a descriptive essay on what they see and hear. Students should describe who they identify as players and the role they play at the meeting. What was their impression of the policy-making process? If they could change one aspect of it, what would it be?
2. Ask students to develop a log of important names, addresses, and phone numbers of people and organizations they encounter during their player searches. Tell students to compile them in a notebook or file that will be kept in the ACT resource area in your classroom. It is also a good idea to start keeping phone logs so that students avoid calling the same person or organization several times asking for the same information.

Alternative Lesson Approach

Depending on your community, some search areas in this lesson may be too large for one group to handle and others too small. If so, divide the work more evenly, giving groups with less work a part of another group's search area. Or you can bring in other classes—one class can take government, another business, and so forth.

Lesson 10: Policy Pros and Cons

Overview

In this lesson students learn to evaluate three policies addressing a community problem. Students will examine the pros and cons of each and evaluate each using the seven policy questions provided as evaluation criteria. They must choose one which best meets the needs of the community.

First students read and review a hypothetical problem in a community. Then, students break into small groups to evaluate three proposals for solving the problem. Finally, they report their findings to the class and discuss the results.

Framework Connection

Examining Policy

Objectives

Students will be able to:

1. Identify and describe a hypothetical community problem.
2. Identify and describe the pros and cons of each proposal.
3. Determine and compare the effectiveness of each proposal according to the seven questions for policy evaluation.
4. Choose and, if necessary, modify one proposal that best addresses a hypothetical problem.
5. Present and justify their choice.

Materials and Preparation

Copies of the *ACT Field Guide* for each student

Copies of Handout 10.1: "Setting the Scene" and Handout 10.2: "Exploring Options" for each student

Three copies of Handout 10.3: "Policy Questions Worksheet" for each group

Invite a community resource guest from local government or a local planning board to work with students on the policy evaluation.

Time Needed

One or two class periods

Procedures

A. Focus Activity: Policy Pros and Cons

1. Explain to students that a plan or policy can have some elements that are advantages (pros) and other elements that are drawbacks (cons). Explain that some elements of a plan might even cause other problems.

2. Tell students that they are going to take a look at a hypothetical situation and evaluate several possible plans (proposals) to determine which plan will best serve the needs of the hypothetical community.

B. Reading and Role Play: "Setting the Scene"

1. Tell students that they are going to play roles as members of the Newton Planning Commission. Their job is to approve or reject development projects on Newton land. Today they are going to use the *ACT Field Guide* to help evaluate three proposals to address a community problem.

2. Distribute copies of Handout 10.1: "Setting the Scene" to the class. Have students read the scenario and consult the map on the handout.

3. After reading the scenario, conduct a brief discussion using the following questions:

   - What is the problem described in the scenario?
   - What groups of people are affected by the problem?
   - What is the task of the Newton Planning Commission?

C. Group Work: The Commission Evaluates

1. Remind students that they are members of the Newton Planning Commission. Their task is to use the seven questions for policy evaluation, outlined in the *ACT Field Guide*, to help select a proposal that best addresses the common good of the community. Members of the planning commission may recommend changes to a proposal.

2. Divide the class into small groups. Distribute Handout 10.2: "Exploring Options," and Handout 10.3: "Policy Questions Worksheet." Tell each group to:

   - Choose a recorder.
   - Review the scenario and each of the three options.
   - Using the information from the scenario and proposal options, fill out the "Policy Questions Worksheet"—one worksheet for each proposal. (Remind students to identify where more information is needed.)
   - Select the proposal they think is best. (Students may also amend or combine any of the three proposals. They should check any amended proposals against the policy questions.)

D. Role-Play: The Commission Reports Back

1. When the groups have finished their work, reassemble the class.

2. Ask the reporter of each group to identify the proposal selected (either as written or amended) and report on its pros and cons.

3. Record each group's proposal choice and discuss.

4. Review the proposal that was chosen by the most groups. Hold a brief discussion by asking the following question:

   - Why did most groups choose this proposal?

E. Cognitive Reflection

Select one or more of the following ideas for cognitive reflection activities with your students.

1. Describe two policies that affect you and your friends in your daily life. Why do you think these policies were written? What, if anything, would you change about these policies and why? Students should include this in a journal entry.

2. "There's no limit to how complicated things can get, on account of one thing always leading to another," according to E.B. White. What does that quotation have to do with policy analysis? This can be either a journal entry or a group discussion.

Handout 10.1: Setting the Scene

Newton, a bedroom community to Shabaska set in beautiful ranch and farm country, has a rapidly growing population. Many of the people who live in Newton, commute sixty miles to work in busy downtown Shabaska, a modern city full of factories, offices, stores, and restaurants. Newton depends on Shabaska to supply its ranchers, farmers, homebuilders, and its tiny commercial district of small stores and restaurants.

The only route between Newton and Shabaska is a sixty mile drive that combines an old two lane road, that skirts the foothills and mountains of the Shabaska, with a section of interstate highway. The trip takes ninety minutes. In addition to heavy commuter use, this route is used for all commercial trucking between the two communities and for Newton residents to access Shabaska's theaters, restaurants, and shopping centers. The amount of traffic on this route makes it very crowded and dangerous.

The Newton town council wants to make travel between Shabaska and Newton safer and more efficient. This will help reduce shipping costs, encourage cultural and commercial growth in Newton, and ease the amount of commuting between the two communities. Everyone in town agrees the old route is insufficient and that an improved route is needed. Consequently, the Newton Planning Commission is considering several proposals to address the problem.

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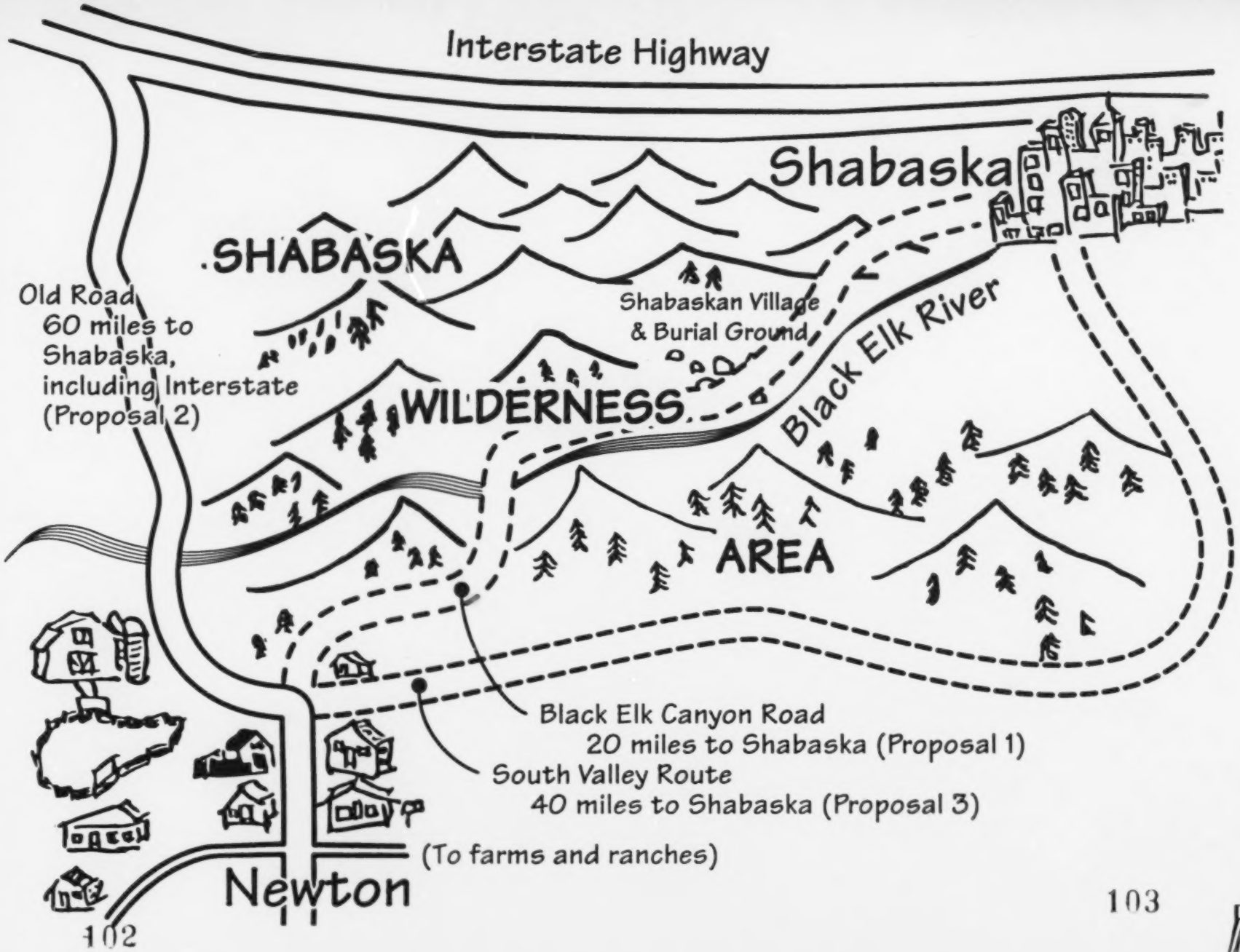
Interstate Highway
Shabaska
SHABASKA
Old Road
60 miles to
Shabaska,
including Interstate
(Proposal 2)
Shabaskan Village
& Burial Ground
Black Elk River
WILDERNESS
AREA
Black Elk Canyon Road
20 miles to Shabaska (Proposal 1)
South Valley Route
40 miles to Shabaska (Proposal 3)
(To farms and ranches)
Newton

Handout 10.2: Exploring Options

You are members of the Newton Planning Commission. You have held a public hearing on the pros and cons of three options to improve travel between the communities of Newton and Shabaska.

Proposal #1:

Build a four-lane highway through Black Elk Canyon in the Shabaska Wilderness area

Length: 20 miles

Estimated travel time: 30 minutes

Estimated cost: $48,000,000

Estimated construction time: 2 years

Proposed by: Newton-Shabaska commuters and the Newton Chamber of Commerce

Reasons: Commuter and commercial traffic between Newton and Shabaska have increased sharply. Almost every month, there are more accidents and fatalities on the existing route. A new four-lane highway along the riverbanks of Black Elk Canyon, the most direct route, would be safer and could reduce the travel time to about thirty minutes. A quicker, safer route could also bring new residents to Newton, help stimulate Newton's economy by reducing shipping costs of goods and materials by nearly one-third, and could encourage tourists to visit the spectacular Black Elk Canyon.

Proposal #2:

Improve the existing Newton-Shabaska road

Length: 60 miles

Estimated travel time: 75 minutes

Estimated cost: $30,000,000

Estimated construction time: 6 months

Proposed by: Newton Historical Society, environmentalists, members of the Shabaska tribe, some members of the Newton business community

Reasons: Minor repairs to the existing Newton-Shabaska road can make the old highway safe for a fraction of the cost of a new road. Seventy-five percent of the deaths on the old road are caused by drunk and reckless drivers, not hazardous road conditions. This road will meet the transportation needs without negatively affecting the environment or

its surroundings, including the Shabaska Wilderness Area and the remains of a Shabaska village and burial ground. Maintaining this route will assist Newton's improving economy and focus on growth within Newton. This will encourage Newton residents to develop businesses and cultural attractions in town. Ultimately this will reduce the traffic on the road to an amount it can adequately handle.

PROPOSAL #3:

The South Valley Highway

Length: 40 miles

Estimated travel time: 45 minutes

Estimated cost: $60,000,000

Estimated construction time: one and one-half years

Proposed by: Newton Homeowner's Association, Shabaska Ranchers' and Farmers' Association

Reasons: Newton and Shabaska can both benefit from a new highway that would make travel quicker, safer, and less congested. A six-lane highway on the level ground of the South Valley would reduce travel distance to forty miles and travel time between Newton and Shabaska to approximately forty-five minutes. A South Valley Highway would encourage some growth in Newton. It would make transportation between Newton and Shabaska safer, quicker, and cheaper, without destroying the historical charm of Newton or the natural environment of the Shabaska Wilderness Area.

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Handout 10.3: Policy Questions Worksheet

1. What problem (or problems) is this proposal designed to address?

2. What are the causes and effects?

   List the causes of this problem.

   List the effects of this problem.

3. Does the proposal address the causes of the problem?

   If not, does the proposal alleviate some of the effects?

4. Who supports this proposal and why?

   Who opposes this proposal and why?

5. What are the proposal's pros and cons?

6. How likely is this proposal to be passed by the Planning Commission and why?

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Lesson 11: Making Public Policy Work

Overview

This lesson simulates a local-government policy-making process. Students role-play special interest groups proposing programs and a governmental committee deciding how to spend federal block-grant money. The lesson explores the role of special interest groups in local government.

After reading about their roles and planning their strategy in small groups, students role-play at an informal reception where representatives from interest groups try to persuade committee members to fund their plans. Finally, the mayor meets with the committee to allocate the available funds.

Framework Connection

Examining Policy

Objectives

Students will be able to:

1. Identify and discuss factors that must be taken into account in distributing government resources for a proposal or program.

2. Describe a formal and informal policy-making process at the local government level.

3. Evaluate a specific public policy proposal.

4. Practice the art of persuasive argument.

Materials and Preparation

Copies of handouts 11.1: "A Community Decision," 11.2: "Summary of Program Proposals for First-Year Block-Grant Funds," and 11.5: "Executive Action" for each student

Copies of Handout 11.3: "The Middleville Anti-Drug Advisory Committee" for each student in that group

Copies of Handout 11.4: "Community Representatives' Instructions" for each student in the other groups

Contact the mayor's office in your community and other agencies for information on how monies to fund anti-drug programs are allocated.

Invite community resource guests, such as health care officials, representatives of the mayor, city council members, leaders of volunteer organizations, charitable groups, and so on, to take part in the role-play.

Optional props for role-play—refreshments and name tags

PROCEDURES

A. PRE-SIMULATION

1. List the objectives on the board for the class and review what will happen in the whole lesson. With your guidance, have students invite representatives of the community who are knowledgeable about community resources and their distribution to help prepare students for their parts in the simulation and react to their recommendations after the simulation has been completed.

2. Assign student roles: Mayor and Anti-Drug Advisory Committee (six to ten students); Middleville Human Services (three to five students); Community Educational Link (three to five students); Middleville Youth Camp (three to five students); Middleville Child Development (three to five students); and Police Effectiveness Plan (three to five students).

3. Distribute and ask students to read as homework Handout 11.1, Handout 11.2, and their group instructions (Handout 11.3 or Handout 11.4). The handouts contain the following information:

   Handout 11.1: "A Community Decision." This contains Mayor Lebow's speech announcing $1 million in federal block grants to combat drug-related problems. It describes a reception where the mayor's special committee will meet with representatives from groups seeking funding from the grants. It also briefly explains block grants and lobbying.

Handout 11.2: "Summary of Program Proposals for First-Year Block-Grant Funds." This handout explains the different groups' proposals and funding requests.

Handout 11.3: "The Middleville Anti-Drug Advisory Committee." This handout explains how important it is for the committee to consider the proposals carefully. It contains an effectiveness/value chart for students to rate the proposals. It also tells committee members how to act at the reception.

Handout 11.4: "Community Representatives' Instructions." This handout explains how the interest groups should act at the reception. It tells students some strategies to consider. Like Handout 11.3, it also contains an effectiveness/value chart to evaluate all the proposals.

As part of the homework, students should fill out the effectiveness/value chart and consider all the proposals in preparation for the role-play.

5. The next day either read the mayor's speech or have a student play the mayor. Discuss:

   - What is the problem?
   - How does the mayor plan to solve it?

6. If community resource guests are present, have them discuss what is being done in your own community and/or what they think should be done to help combat drug problems. Give them a copy of the proposals to discuss with the class. If there are no experts present, briefly review each of the proposals, brainstorming ways in which they would help combat drug problems.

B. Reception Simulation

1. Assemble students in their groups. Review instructions for role-playing in the handouts.

2. Give all the groups time to plan their strategy for the reception. It is helpful if students have name tags identifying them with their groups.

3. Hold the reception. It should not last longer than twenty minutes.

C. Anti-Drug Advisory Committee Meeting

1. Assemble the class with the members of the Anti-Drug Advisory Committee in front and the remainder of the class acting as the audience.

2. Read Handout 11.5: "Executive Action" with the class. This handout explains that the special committee will now meet with the mayor and decide how to allocate the block-grant funds.

3. Have the mayor chair the meeting and ask committee members to discuss each proposal. The audience acts as observers. After the discussion, the committee should vote on each proposal and decide on how much money to give each one. A committee member should write the decisions on the board. Plan to spend at least twenty minutes on this process.

4. When the committee has reached a decision, discuss the simulation with the class using the following questions:

   - Examine the Anti-Drug Advisory Committee's funding choices. Do they serve a broad range of interests and needs? Is the federal money "well spent"? If your own mayor or city manager followed these recommendations, would you support them? Why or why not?

   - Assume that the Middleville City Council can, by a two-thirds majority, veto the mayor's decision on funding. If Mayor Lebow follows the committee's recommendations and some citizens disagree with them, what further action might they take? In your community, what can citizens do if they disagree with decisions made by the mayor or city manager?

   - Is the process by which Mayor Lebow's office made a decision about the distribution of the block-grant funds a fair one? Why or why not?

   - In this role-play, you experienced some of the factors that influence executive decision making. How well do you think it works? Did the mayor do enough to meet citizens' needs? Did the Anti-Drug Advisory Committee? How might the mayor's office be made more accountable to the public? How might the Anti-Drug Advisory Committee be made more accountable?

   - Many factors influence how much influence a special-interest group has. For instance, presentation skills may play a part. These were probably observed during the "At the Reception" activity. Which sponsoring groups

were most successful during the activity? Why? What other factors might make certain special-interest groups more successful than others?

- Since there are seldom enough community resources to meet all the needs of the community, what can governments do to use resources most effectively in your opinion? Explain your answer.

D. Cognitive Reflection

Select one or more of the following ideas for cognitive reflection activities with your students.

1. Is lobbying important for policy making? Or should it be discouraged? Explain. This can be either a journal entry or group discussion.

2. Imagine you are being lobbied. What advice would you give to a person wanting you to vote on their proposal? Students should complete a journal entry.

3. Why do you think that some proposals get funded while others don't? Students should share their ideas in a group discussion.

4. Write to your local elected officials requesting a list of the proposals funded that address your problem.

Handout 11.1: A Community Decision

A Local Executive Branch Decides How to Use Community Resources

The city of Middleville has just received federal block-grant funds to help solve problems related to drug and alcohol abuse. The city council has created a special fund in the mayor's budget and made the mayor responsible for distribution. Many community members and organizations have shown a great interest in the mayor's decision and have expressed ideas on how the money should be spent.

A few days ago, Mayor Lebow made the following remarks at a breakfast meeting of the Middleville Chamber of Commerce. The remarks were printed in their entirety in the *Middleville Daily News*. The text of Mayor Lebow's speech follows.

◆◆◆

Mayor's Speech

Eleven years ago, when my administration took office, Middleville had a stable population—little growth, little change, and some real problems—problems we thought only affected other, bigger cities, problems like economic stagnation and urban decay.

I'm pleased to report that Middleville is bustling today. Our population and standard of living are growing. In the last year alone, we've attracted three new major industries, each bringing money and jobs to our city.

But while we're congratulating each other, it would be wise to remember that Middleville still faces a number of problems. One problem is especially troubling—our increasing drug troubles.

Drug use in our local middle and high schools has increased dramatically. Some teachers reported that students use drugs before and after classes. In response, we initiated project "School Straight," a city-wide investigation of drugs on school campuses, which resulted in the arrest of several students for possession and sale of drugs. If these events foretell the future, we had better address the problem of juvenile drug use. The increase of first-time juvenile offenders has clogged the already over-burdened system. Simply putting these young people in our crowded juvenile halls is no answer. Without treatment, they may begin using drugs again when they are released.

Drug-related crimes and arrests are on the increase in certain inner-city neighborhoods. In these areas, drugs are being sold openly on the streets causing the neighborhoods to deteriorate. Our police force, though small, is committed and effective. And even though arrests have increased, we don't have enough officers on the streets to reduce the level of drug-related crimes in these same areas. Crime around the drug-dealing areas has increased some 37 percent from last year. Drug-related crimes have jammed up our criminal courts. It is imperative that we start to regain control of our streets before the criminals claim these neighborhoods for their own.

Yet another example of the drug problem in our city is the increasing number of cocaine-addicted babies being born in our local

hospitals. Often, these babies require long-term care. Because many of these babies' mothers cannot pay for medical costs, the care taxes our over-burdened health system. Our hospitals have also witnessed an increase in emergency-room cases of children who have sustained injuries or are chronically ill because of abusive or neglectful parents. Our social care system reports that an increase in child abuse correlates with an increase in parental substance abuse.

Before I continue, let me make one thing perfectly clear. Middleville is committed to solving this problem democratically. Our courts are strong. Our laws are good. Our justice system is one of the best in the world. The problem does not lie there. Let me be blunt, ladies and gentlemen. The root of our crime problem is that we can't catch all the drug dealers and drug users.

I do not, by this remark, intend to disparage our police. They are performing exceptionally well in spite of their difficult, often impossible task. There is no point in even discussing blame. Our task is, rather, to find a solution.

Fortunately, we are not alone. Many other communities around the country face this same difficulty. The federal government has now responded with a new block grant to help communities like ours deal with drug-related abuse and crime problems. Under this program, Middleville will receive $1 million each year over the next three years in federal monies to be spent entirely on taking action against a problem that threatens all of us.

I am today appointing a special Middleville Anti-Drug Advisory Committee to be made up of members of our community who will advise me on the use of these funds. As my advisers, I will expect that the members of this committee will be my eyes and ears. I expect that they will tell me what our city most needs and how my office can best serve those needs. I have invited proposals from our various community organizations, and we will be deciding on those in a few weeks.

I urgently solicit your suggestions about how these funds should be spent as well. Please drop by my office any time to discuss your opinions. I remind you that we solved our economic problems by working with each other. If we continue to work together as I know we will, Middleville can lick the drug abuse problem too.

◆◆◆

An announcement of the new block-grant funds for Middleville was made several weeks before Mayor Lebow's speech to the Chamber of Commerce. Community groups that thought they had a chance to obtain some of the funds began preparing proposals for programs to be funded by the money. As soon as the mayor let it be known that proposals were requested, several organizations were ready to deliver them. Within a few days, five proposals arrived at the mayor's office.

Not every proposal could be fully funded. Either all would be funded for less than requested or some would not be funded at all. Consequently, representatives of each sponsoring group were eager to influence those who would make the final decision.

This evening, the mayor is holding a reception in honor of the Middleville Anti-Drug Advisory Committee. The mayor, staff, and the members of the committee as well as representatives of community organizations will be there.

Those who attend Mayor Lebow's reception for the Middleville Anti-Drug Advisory Committee understand that this social event is an important opportunity for exchanging views informally, or "off the record." Both the

members of the committee and the representatives of various community organizations know that the decision on who will receive block-grant funds could be influenced by talking to the right people.

What are Block Grants?

The federal government implements many laws through a program of block grants. These are grants of money to states and local communities for broad categories of programs such as law enforcement or preventive health care or housing. The local or state government gets to decide how to spend the block-grant money to help their own state or community.

For example, in a city with a mayor and city council form of government, the mayor might recommend about how the block-grant money should be spent. The council would make the actual decision about how it would be spent—on new programs or to fund existing city programs. City agencies, such as those in charge of public health or housing, would administer the funds to make sure that they were spent correctly. These agencies also might give grants or sign contracts with outside groups or private organizations to actually do the work.

Many private organizations in the community that provide help for people who suffer as a result of drug abuse, such as hospitals or counseling centers, depend on money from block grants to continue their efforts. There is always more demand for funds than there are funds available. Therefore, those in charge of distributing block-grant money must make difficult decisions about which groups to fund and how much funding they will receive.

What is Lobbying?

Politics has both a formal and an informal side. The informal side of politics involves an effort to work with decision makers before they make their decisions. You might give them information, promote your point of view, or even offer to support the decision-maker's pet project in return for support of your own special interest.

This form of persuasion is sometimes called *lobbying* (because such exchanges are normally discussed outside the meeting chamber, i.e., out in the lobby.) People who make their living in this manner are called *lobbyists*. Although politicians may claim to dislike lobbyists, the truth is lobbying, promoting a point of view, is as much a part of politics as elections and voting.

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Handout 11.2: Summary of Program Proposals for First-Year Block-Grant Funds

Middleville Human Services — $450,000

Will provide counseling and psychiatric services for people with alcohol and drug abuse problems. Program tries to treat the problem and prevent family members and others associated with addicts from becoming involved with drugs or alcohol themselves. Helps families understand and live with the problems of the addict. Gives special attention to younger people. Funds will be used for salaries and equipment needed at treatment facility and will provide free medically supervised drug substitutes to drug users enrolled in their programs.

Community Educational Link — $200,000

Will produce movies and television programs for educational television, schools, and other organizations about drug abuse prevention. Programs reach educators, students, parents, and the general public. A speakers' bureau is being formed to accompany the tapes including a lawyer and a doctor team. The teams will be prepared to address schools and community groups discussing both legal and medical questions. Funds will be used for production costs and a staff person to set up and operate the speakers' bureau.

Middleville Youth Camp — $250,000

Will provide outdoor activities for delinquent and predelinquent youth who are at risk for involvement in illegal drugs or gang activities. Helps young people develop a positive view of themselves and of working with others cooperatively through a rigorous weekend program of challenging physical activities such as rock climbing and survival hikes. Drug treatment and counseling will also be available for youth. Sponsored by Middleville Law Enforcement Officers Association. Funds will be used for equipment, transportation, and supplies for trips including purchase of vehicles.

Middleville Child Development — $350,000

Will provide temporary care and other services for abused or neglected infants and children under 12 whose parents are drug users. Funds will be used for hotline services, salary for a social worker, and payments to families that provide temporary care.

Police Effectiveness Plan (PEP) — $200,000

Will equip special police equipment, a new mobile booking station and a motorized battering ram to break down suspected drug dealer's doors. Based on the plan, a special task force of up to twenty officers will select certain areas of the city to concentrate on. The task force will make sweeps of the neighborhoods and investigate reported dealers.

Total Requests — $1,450,000

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Handout 11.3: The Middleville Anti-Drug Advisory Committee

At the conclusion of the speech, Mayor Lebow announced the names of the members of the committee. The group represented many different interests and points of view. Mayor Lebow hoped that by having such a broadly based group, its decisions would be seen as fair to all.

As a member of this committee, your job is to consider the issues carefully and help the mayor decide on the best way to allocate the block-grant funds. Because the backgrounds of the committee members are so varied, the mayor will want the committee to develop a consensus on its views before making its recommendations to the mayor.

The committee chairperson has called a preliminary meeting to review the proposals that have been received for the block-grant funds. Read through the list of proposals in preparation for the meeting. After you have read the proposals, rate them according to:

Effectiveness:

Which programs will help solve Middleville's drug abuse problems? Assign each a number from 1 (best idea) to 5 (worst idea).

Value:

Assign each a number from 1 (most delivered for least amount of money) to 5 (least delivered for the most money).

	Effectiveness	**Value**
Middleville Human Services		
Community Educational Link		
Middleville Youth Camp		
Middleville Child Development		
Police Effectiveness Plan (PEP)		

You know that citizen activists will be at the reception and that they will want to talk to you about the funding recommendations you will soon make. Since many are likely to attend the reception, take this opportunity to:

Give feedback. Inform citizens of your concerns about their proposals. Ask them to respond to these concerns by giving you arguments to take to the meeting. How they respond can help give you information to make a decision.

Speak to people from as many groups as possible. Those vying for your attention may resent your spending too much time with any one person or group.

Remember, this is a political function. Be polite, listen carefully, but don't make any promises you can't keep. If you back out of a commitment, the committee and the mayor will look foolish.

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HANDOUT 11.4: COMMUNITY REPRESENTATIVES' INSTRUCTIONS

You're uncertain how the members of the Anti-Drug Advisory Committee feel about your organization's proposal for use of the block-grant funds. You want to assure that your organization's proposal is fully understood by as many of the members as possible and by the mayor. This reception may be your last chance. Your goal at the reception is to convince the mayor and committee members that your proposal should be fully funded. When talking with committee members, review the list of proposals and concentrate on the proposal for your organization.

- Present your best arguments.
- What are the strengths of your organization?
- Why is the proposal a good idea for solving drug abuse in Middleville?
- Keep your presentation brief and to the point.
- Ask for a firm commitment in support of your proposal.
- Time at the reception is limited. Before it begins, plan your strategy.

STRATEGY:

1. Should you concentrate on presenting the reasons why your proposal is best? Or on pointing out weaknesses in the other approaches and proposals? You may want to use this chart to analyze both your proposal and the other proposals. The Anti-Drug Advisory Committee is analyzing the proposals with the same chart.

EFFECTIVENESS: Which programs will help solve Middleville's drug abuse problems? Assign each a number from 1 least effective idea) to 5 most effective idea).

VALUE: Assign each a number from 1 (1east delivered for most amount of money) to 5 (most delivered for the least money).

	Effectiveness	**Value**
Middleville Human Services		
Community Educational Link		
Middleville Youth Camp		
Middleville Child Development		
Police Effectiveness Plan (PEP)		

2. Should everyone in the group talk with as many committee members as they can? Or should each group member focus on a different person? Should you try to convince other groups?

3. Write a slogan for your group.

Remember, this is a social occasion. Inappropriate behavior may prejudice members of the committee against you. Avoid arguing or interrupting conversations. See how subtle you can be.

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HANDOUT 11.5: EXECUTIVE ACTION

After the reception, Mayor Lebow and the committee members have a better idea of how concerned citizens feel about the distribution of the block-grant funds. They also know more about the individuals and programs sponsoring the proposals. This information coupled with their knowledge of the community play an important part in the committee's decision.

As the Anti-Drug Advisory Committee meets in the City Council chambers a few days later, the members are ready to discuss the decision on the block-grant funds and make a recommendation to the mayor.

The Anti-Drug Advisory Committee will now meet to decide on the funding for each proposal as other members of the class listen and observe. The committee should review and modify, if necessary, its previous rankings. The committee must now decide on how to spend the $1,000,000. Should the committee fund one or two of the programs it feels is most effective? Should it partially fund several programs? Should it fund the least expensive programs? Will the proposals rated highly serve a broad range of community interests? Will the proposals you fund serve more than one segment of the population? This is an open meeting. The entire class will observe your deliberations. Write the following information on the board. Remember the committee cannot spend more than $1,000,000.

	Request	**Award**
Middleville Human Services	$ 450,000	
Community Educational Link	$ 200,000	
Middleville Youth Camp	$ 250,000	
Middleville Child Development	$ 350,000	
Police Effectiveness Plan (PEP)	$ 250,000	
TOTAL	$ 1,450,000	$ 1,000,000

When the committee has reached a decision on the allocation of the funds, discuss the decision as a class.

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Lesson 12: What are the Possibilities?

Overview

In this lesson, students practice the process of identifying the various options they have to address problems of their communities and explore ideas for involving government, business, nonprofits, and the media in their project.

First, using the *ACT Field Guide*, students review and discuss their options for addressing community problems. Then students read about and discuss ways to involve segments of the community in their projects and explore ideas for identifying support and resources for a hypothetical project.

Framework Connection

Exploring Options

Objectives

Students will be able to:

1. Identify various project possibilities under the two basic options of policy or direct service.

2. Identify working with an existing organization or creating their own project as options for addressing community problems.

3. Explore ideas for involving and acquiring support for projects from government, business, nonprofits and media organizations.

Materials and Preparation

Copies of the *ACT Field Guide* for each student

Copies of Handout 12.1 for each student

Have students review Chapter 4 and read pages 104-107 before the lesson. (Teachers should also review this material.)

Time Needed

One to two class periods

Procedures

A. Reading and Brainstorm Activity: Exploring Possibilities

1. Refer students to pages 104-107 in the *ACT Field Guide* and review the basic options for citizen action—working with an existing organization or starting their own project.

2. Point out that they can work on policy or direct service with any of the options, recognizing there are numerous possibilities for projects under these options.

3. Prepare for a brief brainstorming activity by dividing the board into two areas: one labeled "Influencing Public Policy" and the other labeled "Direct Service."

4. Ask students to imagine that they, a group of ACT students, have decided to do projects on the problem of school attendance of homeless children. Ask:

   - How might students influence a local policy? List student responses on the board. They might include: writing letters to public officials or agencies, circulating petitions, participating in city council hearings, hosting a school or community forum, writing letters to the newspaper,working on referendums, working with officials to develop a policy, or developing a public relations campaign (i.e. PSAs, posters).

   - What direct service projects might be developed? Possibilities include: working with tutoring programs, clothing drives, school supply drives, buddy programs to help students in transition, and information campaigns to local health providers.

B. Reading and Discussion: Building Support

1. Have students read "Building Support" on pages 108-120 of the *ACT Field Guide*.

2. Using one project example from each option category conduct a brief discussion using the following questions:

- What major players could be involved in the project? (Include suggestions for government, business, nonprofits and the media.)

- How can you involve these major players in this project?

C. Cognitive Reflection

Select one or more of the following ideas for cognitive reflection activities with your students.

1. "Think globally, act locally." What does this quotation mean to you? Have students ponder this in a journal entry.

2. Select three project ideas from the list generated in class that you think both address the problems and are realistic. Give three reasons for each choice. Have students write these in a journal entry.

3. Why is it important to build support for projects? Have students share ideas in a group discussion.

4. Why do you think it might be difficult to build support? Focus on this in a group discussion.

5. Have students make journal entries on building support and coalitions. Tell them to think of a possible project for their problem and how they might get support and resources from government, business, nonprofits, and the media.

Alternative Lesson Approach

Building Support for a Project

1. Distribute a copy of Handout 12.1 to each student. It asks students to identify ways they might involve government, business, nonprofits, and the media.

2. Review the handout with the students. Answer any questions they have.

3. Divide the class into pairs of students. Instruct students to work together to review the hypothetical and answer the questions. Also explain that students will report on their work to the class.

4. Create four columns on the board under the following headings: Government, Business, Nonprofits, and Media. When students have completed the handout, conduct a debriefing discussion by calling on pairs of students to answer

   - What are possible ways to involve government, business, nonprofits, and media, including human and financial resources and support?

   - As suggestions are made, list them on the board under the appropriate heading and place specific agency or types of organizations in parentheses.

Handout 12.1: Building Support for a Project

When creating a project, it is important to involve the community. This activity will give you practice in thinking of ways to do it. Working in pairs, just follow these steps:

1. Read the following:

Imagine you and your ACT group have decided to do something about the problem of community violence. In studying the problem, you have discovered that violence has many causes: access to firearms, domestic abuse, lack of counseling and family-support services, drug and alcohol abuse, alienation and frustration resulting from poverty and unemployment, and inadequate policing. You decide that as a long-term project, you want to establish a "Violence Free Zone" around your neighborhood and address the problems that cause violence. As a first step, you decide to organize a Community Forum to help educate adults and young people about the causes of violence. You need a site for the forum, speakers who can talk about the problems, information about services, refreshments, and publicity.

2. Consider how you would involve the following community organizations.

For each, describe what they might be able to provide to support your project. Be prepared to share your suggestions with the class.

Government

Police Department: _____

_____

Mental Health Department: _____

_____

Mayor's Office: _____

_____

School Board _____

Other _____

_____

Local Business

Restaurants _____

_____

Print Shop _____

_____

Department Store Chain _____

_____

Other _____

_____

Nonprofits

YWCA/YMCA _____

_____

Local University _____

_____

Red Cross _____

_____

Other _____

_____

Media

Local Television Station _____

_____

Local Newspaper _____

_____

Other _____

_____

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Lesson 13: Selecting a Project

Overview

In this lesson, students will compare the strengths and weaknesses of various project proposals and select one they want to work on as a class.

First, students brainstorm a list of potential project ideas. Then, after a series of votes, they narrow the field to three. Using a set of criteria, students assess the strengths and weaknesses of the three proposals. Finally, they choose one.

Framework Connection

Exploring Options

Objectives

Students will be able to:

1. Compare the strengths and weaknesses of three project proposal ideas using a set of criteria.

2. Select one idea.

Materials and Preparation

Three copies of Handout 13.1: "Project Proposal Selection Criteria" for each student

One copy of Handout 13.2: "Project Proposal Grid" for each student

Chalkboard and chalk

Have students review Chapter 4 in the *ACT Field Guide*.

Time Needed

One to two class periods

PROCEDURES

A. LARGE-GROUP DISCUSSION

Review with students what they have learned about their problem through research. Focus on what is being done or needs to be done about the problem and the groups and individuals who are working on the problem.

B. BRAINSTORM

1. Ask students to brainstorm a list of possible project ideas that address their problem and list them on the blackboard.

2. Have the students vote to narrow the list to three choices.

C. SMALL-GROUP DISCUSSION

1. Divide the class into three groups and assign each a project idea. Explain that in discussion each group will examine its project idea using the following questions:

   - In what ways does the project address the problem?
   - What resources does the class/group have to implement the project (time, labor, funds, materials)?
   - In what ways does the project involve different sectors of the community?

2. Students should complete Handout 13.1, Project Proposal Selection Criteria for their project idea.

D. LARGE-GROUP EVALUATION

1. Have students present their project to the class. At each presentation, students in the audience should evaluate the other projects using Handout 13.2, Project Proposal Grid.

2. After the presentations each student totals his/her score.

3. The teacher asks how many students had their highest score for project #, and so on. Then students vote on the final project selection.

E. Cognitive Reflection

Select one or more of the following ideas for cognitive reflection activities with your students.

1. In your considerations, which of three criteria was the most important to you and why? Have the students answer this in a journal entry.

2. Which arguments were the most convincing and why?

3. What other criteria would you add to the evaluation process? Share thoughts in a group discussion.

HANDOUT 13.1: PROJECT PROPOSAL SELECTION CRITERIA

PROJECT (NUMBER AND TITLE): _____

GOAL: _____

_____

_____

CRITERIA:

A. In what ways does the project address the problem?

B. What resources does the class/group have to implement the project (time, labor, funds, materials)?

C. In what ways does the project involve different sectors of the community?

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HANDOUT 13.2: PROJECT PROPOSAL GRID

	Criteria A. Addresses the Problem	Criteria B. Resources Available	Criteria C. Community Involvement	Total
Proposal 1				
Proposal 2				
Proposal 3				

Use a rating scale of 1 to 5, where 1 (one) is the lowest and 5 (five) is the highest, to evaluate each proposal. Read the notes on each proposal (from Handout 13.1) and decide how well each proposal meets each of the criteria questions. For example, if you think Proposal #1 addresses the problem, give it a 5 in Criteria A, fairly good resources available for a 3 in Criteria B, and good community involvement for a 4 in Criteria C. Add these numbers for a total of 12. Do this for each proposal.

Lesson 14: Project Proposal

Overview

In this lesson, students review the elements of effective proposals and develop a plan of action for their service-learning project.

First, in a large group, students review the proposal form with the teacher.Then, in small groups students complete a proposal form for the project proposal idea decided in the previous lesson. Finally the students develop their plan of action.

Framework Connection

Taking Action

Objectives

Students will be able to:

1. Identify the elements of an effective proposal.

2. Develop an effective proposal and action plan.

Materials and Preparation

Copies of Handout 14.1: a modified "Proposal Form" for each group

Copies of the *ACT Field Guide* for each student (Assign students to read pages 158-168 before the lesson and review the project proposal form.)

Chalkboard and chalk

Invite a representative from a foundation, government agency, or nonprofit organization (or any other group that writes proposals) to assist students in developing their project proposal.

Time Needed

Two to three class periods

PROCEDURES

A. DISCUSSION

1. Review with students the project proposal idea selected in the previous lesson.

B. SMALL-GROUP ACTIVITY: PROJECT PROPOSAL ANALYSIS

1. Divide the students into small groups of four to five students. Distribute a copy of Handout 14.1, the "Proposal Form," to each of the groups to complete. Recommend that each group assign different parts of the proposal to different students.

2. Regroup the class and discuss the ideas and plans developed in each group.

3. Continue discussion until the class has come to consensus as to what the plan will be.

4. Divide students into small groups to write up the proposal form for the project plan that was decided in the previous step. Assign one part of the proposal form to each group to complete. Compile the final proposal form.

5. Distribute copies of the final proposal form to each student. They are now ready to begin implementing their plan.

C. COGNITIVE REFLECTION

Select one or more of the following ideas for cognitive reflection activities with your students.

1. What would you say to a schoolmate who does not want to participate in ACT? Have them respond in a journal entry.

2. Complete the following sentence. This project will be a success if . . . .

3. Complete the following sentence. This project will have failed if . . . .

HANDOUT 14.1: PROPOSAL FORM

1. Problem Statement

Describe in specific terms, the problem you have selected to work on:

Based on your research:

A. How does the problem affect your community? How serious is it?

B. What individuals or groups are most affected?

C. What is your community currently doing about the problem? Include government, business, and nonprofit organizations. Are those efforts effective? Why or why not?

2. Objective

State the goal of your project:

3. Plan of Action

Design the project. What do you need to do? Spell out the basic steps you will need to take to accomplish your goals.

4. Task Chart

A. What activities and tasks must you complete to do the project? Include descriptions of meetings, research, acquiring materials, making arrangements, getting permissions, finding locations, etc.

B. Who is responsible for each of these activities and tasks?

(Fill in the Timeline)

5. Timeline

In what order and by what date should each of these tasks be completed? Who will be in charge of each task? Write the person's name and due date?

Task	Person	Due Date
1.		
2.		
3.		
4.		
5.		

6. List of Supporters

Who is likely to support your project? Look to government, business, nonprofit and media organizations, and community members.

7. List of Obstacles

What are the major obstacles to a successful project? Who is likely to oppose your project?

8. Evaluation Plan

How will you measure the success of the project? Be specific.

9. Budget

What resources (people, money, skill, materials) will be needed to successfully complete the project? Where and how will you obtain these resources? List supplies, materials or financial assistance needed. Next to each item, identify ways to meet these needs.

Supplies / Materials	Ways to Meet these Needs

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Appendix

BEST COPY AVAILABLE

HERE ARE A NUMBER OF PUBLICATIONS that will be helpful in learning more about service learning and the theoretical and practical questions associated with it.

SERVICE LEARNING

Conrad, Dan and Diane Hedin. *Youth Service: A Guidebook for Developing and Operating Effective Programs*. Washington, D.C.: Independent Sector, 1987.

Goldsmith, Suzanne. *A City Year* New York: W.W. Norton, 1993.

Kendall, Jane C., et al. *Combining Service and Learning: A Resource Book for Community and Public Service*. Raleigh, N.C.: National Society for Internships and Experiential Education, 1990.

Legal Issues for Service-Learning Programs. Washington, D.C.: The Nonprofit Risk Management Center, 1994.

Lesko, Wendy S. *No Kidding Around: America's Young Activists Are Changing Our World and You Can Too*. Kensington, Md.: Information, USA Inc., 1992.

Standards for School-Based Service Learning. Washington, D.C.: Alliance for Service Learning in Education Reform, 1993. (Available from Service Learning Programs, Council of Chief State School Officers, 1 Massachusetts Avenue, N.W., Suite 700, Washington, DC 20001.)

REFLECTION

Ross, E. Wayne, ed. *Reflective Practice in Social Studies*. National Council for Social Studies, Bulletin Number 88, 1994.

Silcox, Harry C. *A How To Guide To Reflection: Adding Cognitive Learning To Community Service Programs*. Philadelphia: Brighton Press, Inc., 1993.

ALTERNATIVE (AUTHENTIC) ASSESSMENT

Archbald, D. and F. M. Newmann. *Beyond Standardized Testing: Assessing Authentic Academic Achievement in the Secondary School*. Reston, Va.: National Association of Secondary School Principals, 1988.

Krechevsky, M. "Project Spectrum: An Innovative Assessment Alternative." *Educational Leadership* (February 1991): 43-48.

Lazear, D. *Multiple Intelligence Approaches to Assessment: Solving the Assessment Conundrum*. Tucson: Zephyr Press, 1994.

Newmann, F. M. and G. Wehlage. "Five Standards of Authentic Instruction." *Educational Leadership* (April 1993): 8-11.

Sizer, Theodore. *Horace's Compromise: The Dilemma of the American High School*. Boston: Houghton Mifflin, 1984.

Wiggins, Grant. "Teaching to the (Authentic) Test." *Educational Leadership* (April 1989): 41-46.

MULTIPLE INTELLIGENCES

Armstrong, T. *Seven Kinds of Smart: Identifying and Developing Your Many Intelligences*. New York: Penguin Books, 1993.

Campbell, L., B. Campbell, and D. Dickinson. *Teaching and Learning Through Multiple Intelligences*. Seattle: New Horizons for Learning, 1992.

Gardner, Howard. *Multiple Intelligences: The Theory in Practice*. New York: Basic Books, 1991.

Gardner, Howard. *The Unschooled Mind: How Children Think and How School Should Teach*. New York: Basic Books, 1991.

Lazear, D., *Seven Ways of Knowing: Teaching for Multiple Intelligences*. Palatine, Ill.: Skylight Publishing, 1991.

Lazear, D., *Seven Ways of Teaching: Teaching with Multiple Intelligences*. Palatine, Ill.: Skylight Publishing, 1991.

COOPERATIVE LEARNING

Brandt, Ronald S., ed. *Cooperative Learning and The Collaborative School*. Alexandria, Va.: Association for Supervision and Curriculum Development, 1991.

"Cooperative Learning: A Resource Guide," *Cooperative Learning Magazine* II, no.1 (September 1990).

Stahl, Robert J. and Ronald L. Van Sickle. *Cooperative Learning In the Social Studies Classroom; An Introduction to Social Study*. National Council for the Social Studies, Bulletin No. 87, 1992.

THE ACT FRAMEWORK

DEFINING AND ASSESSING YOUR COMMUNITY

CHOOSING AND RESEARCHING A PROBLEM

EXAMINING POLICY

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